DOCUMENT RESUME

ED 462 420 TM 033 684

AUTHOR Curry, Janice; Doolittle, Martha; Huskey, Bart; Koehler, Holly; Washington, Wanda

TITLE Title I Evaluation Report, 2000-2001.

INSTITUTION Austin Independent School District, TX. Office of Program Evaluation.

REPORT NO Pub-No-00.11
PUB DATE 2002-01-00
NOTE 55p.; For the 1999-2000 report, see ED 450 143.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Budgets; *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Federal Aid; Grants; Migrant Youth; Parent Participation; Preschool Education; Program Descriptions; *Remedial Instruction; *Summer Programs; Urban Schools
IDENTIFIERS *Austin Independent School District TX; *Elementary Secondary Education Act Title I

ABSTRACT

Title I is a compensatory education program supported by funds from the U.S. Department of Education. The purpose of Title I is to provide opportunities for children to acquire the knowledge and skills described in the state content standards and to meet the state performance standards for all students. In 2000-2001, the Title I, Part A program provided $11,433,288 (90% of total district allocation) directly to 56 Austin Independent School District, Texas, campuses that had 56% or more students from low-income families, 14 eligible private schools, and 3 eligible facilities for neglected youth, serving a total of 36,325 students, including 35,641 public school students (98%), 437 private school students (1%), and 247 neglected youth (1%). Other title I, Part A funds were used at the district level to provide overall program coordination and support. In addition to schoolwide programs, other Title I components include programs for migrant students and parent involvement programs. Academic achievement data show that progress has been made in closing the achievement gap for students at Title I campuses, but the gap remains, and overall Texas Assessment of Academic Skills passing rates for students at Title I schools remain below the overall district and state passing rates. The report contains recommendations for improved use of funds and improved student achievement. Three appendixes contain student achievement data, Texas Education Agency accountability ratings for Title I campuses, and information about private schools receiving Title I funds. (Contains 7 tables, 11 figures, and 13 references.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Title I Evaluation Report 2000-2001

ED 462 420

TM033684

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Austin Independent School District
Office of Program Evaluation

January 2002

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
H Williams
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

Title I is a compensatory education program supported by funds from the U. S. Department of Education. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills described in the state content standards and to meet the state performance standards developed for all children. In 2000-2001, the Title I, Part A program provided $11,433,288 (90% of total district allocation) directly to 56 Austin Independent School District (AISD) campuses that had 56% or more students from low-income families, 14 eligible private schools within the district's attendance zone, and three eligible facilities for neglected youth. A total of 36,325 students were served through Title I, Part A funds at these schools and facilities, including 35,641 (98%) public school students, 437 (1%) private school students, and 247 (1%) neglected youth. Other Title I, Part A funds ($1,257,792 or 10% of total district allocation) were used at the district level to provide overall program coordination and support. Of all Title I, Part A funds that were made available to AISD in 2000-2001, approximately $10,967,097 (86%) were expended.

Use of Title I, Part A Funds

AISD has received Title I, Part A funds for many years, and due to the ever-increasing number of eligible students in the district, AISD will continue to receive such funds. The challenge for district staff will be to ensure that all funds allocated are spent during the year in a timely manner in order to benefit students. In a recent examination of district spending of Title I, Part A funds over the past few years, the district has left over a million dollars unspent each year. The unspent funds in 2000-01, approximately 14% of the total allocation, were in some cases due to staff positions at campuses going unfilled for a year. A similar situation occurred with Title I, Part D funds allocated to AISD for serving students in facilities for delinquent youth. Of these Title I D funds, 85% was spent during 2000-01. The Texas Education Agency (TEA) allows all districts receiving a substantial amount of Title I funds to roll forward up to 15% of Title I funds for use in the next school year. AISD has rolled forward Title I funds for several years without penalty. In August 2001, a TEA District Effectiveness and Compliance team recommended that the district make every effort to ensure that all grant funds are spent during the year they are intended for use to serve students. Steps are being taken during the 2001-02 school year to address these concerns, such as having written plans for schools to help ensure their Title I funds are spent in a timely manner.

AISD Title I Schoolwide Programs and Achievement

All students at AISD Title I campuses are served by Title I funds because of the schoolwide designation. According to the U. S. Department of Education, a Title I campus can be designated schoolwide if 50% or more of the children in the school's attendance zone are low-income students. In 2000-2001, 35,641 students were served in AISD schoolwide campus programs. Of these students, 77% were low-income, 31% limited English proficient, 65% Hispanic, 24% African American, and 11% White.

Improved student achievement is the major goal of Title I. The state accountability criteria are used to assess student performance at the Title I campuses. Some of the findings associated with student achievement at Title I campuses include:

- Overall, the percentages of students passing TAAS reading and mathematics increased from 2000 to 2001. The largest increase in the percentage of students passing TAAS was in mathematics. There was a slight decrease from 2000 to 2001 in the percentage of students passing TAAS writing.
- Long-term progress in student TAAS performance has occurred among AISD Title I schools as well as among non-Title I campuses. Since 1997, AISD Title I schools have made notable gains in TAAS percentages passing, with the largest gain in mathematics (i.e., increase of 23.6 percentage points from 1997 to 2001).
- The differences in TAAS passing rates between Title I and non-Title I schools have grown smaller since 2000, especially in mathematics. However, an achievement gap remains between students in Title I schools and students in non-Title I schools. In 2001, there was an 11 to 15 percentage point difference between overall Title I and non-Title I TAAS passing rates in reading, mathematics, and writing.
- When TAAS passing rates are examined by disaggregated groups, there are small percentage point differences in overall passing rates between students at all AISD campuses and at Title I campuses. Districtwide, economically disadvantaged students had the lowest overall percentage-passing rates in reading and in writing; African American students had the lowest overall percentage-passing rate in mathematics.
- When comparing Title I elementary and secondary grade levels, elementary students tend to have higher percentage-passing rates than do secondary students in TAAS reading, mathematics, and writing.
- AISD 2000-01 Title I campuses had the following 2001 state accountability ratings: 14 Recognized, 38 Academically Acceptable, and 4 Low Performing. In part, ratings are given based on the percentages of all students and of each student subgroup (by ethnicity and by economic disadvantage) that pass each TAAS subject area. The Recognized status indicates at least 80% of all students and student subgroups passed in each TAAS subject area. The Acceptable status indicates at least 50% of all students and subgroups passed in each TAAS subject area. The Low Performing status indicates that TAAS passing rates were less than 50% for all students and subgroups. Compared to ratings in 2000, the total numbers of Title I campuses with Recognized status increased, Acceptable status decreased, and Low Performing status stayed the same.

Based on these findings, the challenge for AISD is to accelerate improvement on TAAS passing rates for students at Title I campuses. Although progress has been made in closing the achievement gap for students at Title I campuses (and among many AISD students in ethnic and economic subgroups), the gap remains. The overall TAAS passing rates for students at Title I schools remain below the overall district and state passing rates. The state performance standards are becoming more demanding in the next two to five years (e.g., 55% of a school's/district's students must pass Texas Assessment of Knowledge and Skills (TAKS) to achieve the Acceptable status in 2002; third graders who

do not pass TAKS in 2003 will not be allowed to be promoted to the next grade). Therefore, many of the district's students will be challenged to improve their academic skills in order to bridge the current achievement gap.

The district is now trying to examine whether its programs and procedures are effective in raising the academic performance of its students, and AISD is making efforts to address the improvement of student achievement. For instance, several program initiatives, including Account for Learning, Campus Support Initiative (with its focus schools), Title VI Class Size Reduction grant, AVID, and Bridges to Success, are underway at many Title I campuses to boost student achievement. These programs and others focus on improved processes and resources in staffing, curriculum and instructional support, critical student data analysis, parent involvement, and class size, in order to improve student achievement.

Other Title I Program Components

The AISD Title I program is multifaceted, encompassing a variety of initiatives to serve students. As mandated by law, various Title I funds (Parts A, C, and D) were allocated and used in AISD during 2000-2001 to support and serve eligible students who were homeless, migrant, neglected, delinquent, or attending certain private schools within the AISD attendance area. For example, based on campus survey information, approximately 808 homeless students attended AISD schools during 2000-2001. Of this number, most (570) attended Title I schoolwide campuses and therefore, were served through those campuses' Title I schoolwide programs. Title I funds also were set aside for the salary of a teaching assistant staff person at Mathews Elementary who worked directly with all AISD homeless students and the schools that serve them.

Approximately 223 migrant students who enrolled in AISD schools during 2000-2001 were supported through the Title I, Part C Migrant Education program. The program provided funds for emergency medical and dental services, parent training and liaison assistance for attaining community services, payment of educational fees, and opportunities for extended education or job training. Of the migrant students who took the TAAS tests during the school year (n=36), 67% passed mathematics, 71% passed reading, and 63% passed writing. Because these rates are for the most part below state standards and below the district average passing rates, additional academic assistance for migrant students is needed to help them raise their achievement scores.

Fourteen private schools within AISD attendance zones had students eligible to receive Title I, Part A services during 2000-2001. The schools reported that 437 students in prekindergarten through grade eight were served using Title I, Part A funds during the year. Most private schools used the funds for supporting language arts, mathematics, social studies, or science instructional programs. Of Title I funds allocated to private schools in 2000-2001, 75% was spent.

In 2000-01, three facilities for neglected youth using Title I, Part A funds served 247 students, and four facilities for delinquent youth using Title I, Part D funds served 1,471 students. Students from the AISD attendance area are placed in these facilities because of abuse, neglect, emotional/behavioral problems, or delinquency. These youth attended AISD public schools or in-house classes at the facilities depending on the students' particular circumstances. Academic, guidance, and health services were provided to 85% or more of the students served in these facilities. Positive academic outcomes were

reported by some of the facilities, including many students being returned to their regular school classroom, academic course credits earned, students meeting state requirements for grade promotion, and achievement of high school degrees or GEDs.

Parent involvement is an integral part of Title I programming and is an essential element in the operation of all AISD schools. There are various district programs and initiatives that have a common goal of enhancing parental involvement in the schools. In 2000, the AISD School Board adopted a revised parent involvement policy that is based on six research-based components of parent involvement: communication, parent training, promoting student learning, community resources, decision making, and volunteering. In addition, local, state, and federal laws require schools and districts to include goals addressing parental involvement in campus and district planning documents and obtain parental input on these plans through campus/district advisory councils. Fifty-five AISD campuses used a combination of funds (including Title I) to employ parent support specialists who provided many parent involvement support activities during the year. AISD's Parent Programs, part of the Family Resource Center, is a districtwide resource for parent involvement support that is available to all AISD campuses. The program staff have provided professional staff development, helped coordinate districtwide parent involvement activities, facilitated parent advisory council meetings, published and disseminated parent involvement periodicals, provided adult literacy classes, conducted Spanish-language translations upon request, and worked with area private schools on parent support.

Recommendations

1. Use of Funds: District staff in the grant, finance, and curriculum offices should work with AISD campuses and the nonpublic schools (e.g., private schools, facilities for neglected or delinquent youth) to ensure that allocated funds are being spent in a timely manner in order to improve student achievement. Funds must be used efficiently at the district-program level as well. If funds are not targeted for expenditure by mid-year, funds should be reallocated to other program components where they can be used to benefit children. Another suggestion is to consider alternative feasible ways to allocate funds to campuses in order to accelerate student achievement. For instance, provide a larger proportion of Title I funds to those campuses where there are large percentages of students not passing TAAS and/or are failing courses. This strategy would be contingent upon academic improvement over time. Another strategy that could be used is to fund those research-based, effective programs and practices that have been shown to improve student achievement especially among low income and minority children.
2. Improved Student Achievement: Examine the extent to which campuses are exhibiting best practices (e.g., instruction, use of data, etc.) in terms of boosting student achievement. Identify schools where effective practices and programs are in place to improve student achievement, and encourage these programs to be adopted districtwide. Provide more academic support to those students who have low TAAS passing rates (e.g., economically disadvantaged, African American, and Hispanic student groups; students at grade six and beyond) in order to boost academic achievement.

Budget Information

Title I funds allocated in AISD during 2000-2001 were: Title I, Part A (*Regular Formula*) $11,433,288; Title I, Part C (*Migrant*) $108,294; and Title I, Part D, Subpart 2 (*Delinquent*) $82,387.

PREFACE

Evaluation Reporting Mandate

By law, each school district receiving Title I funds must annually review the progress of each Title I campus to determine if the campus is enabling its children to meet or make adequate progress toward meeting the state's student performance standards [P.L. 103-382, Section 1116(a)(2)]. In addition, the district is required to publicize and disseminate the results of the annual review to parents, students, and the community in individual school performance profiles that include statistically sound disaggregated results [P.L. 103-382, Section 1116(a)(3)]. The district must provide the results of the review to schools so that they can continually refine their instructional program [P.L. 103-382, Section 1116(a)(4)]. The Austin Independent School District accomplishes these tasks via campus report cards, district and campus informational reports, and public news/media channel broadcasting.

The district is required to provide an annual performance report to the Texas Education Agency that contains information about the types of services and program components provided with Title I funds as well as demographic information about the students served. Additional data related to the Title I program is collected through the state's Public Education Information Management System (PEIMS). For more information, please review the Texas Education Agency website at www.tea.state.tx.us/student.support/.

TABLE OF CONTENTS

EXECUTIVE SUMMARY I
PREFACE VI
TABLE OF CONTENTS VII
TABLE OF FIGURES IX
TABLE OF TABLES X
TITLE I PROGRAM OVERVIEW 1
What is Title I? 1
What Does AISD's Title I Program Look Like? 1
Schoolwide Programs 1
Extended Learning and Summer Programs 2
Title I Program Costs 2
Title I (A) Allocations in 2000-01 2
AISD Title I (A) Fund Expenditures 2000-01 4
Title I Expenditures and Students Served 5
Summary and Recommendations Related to Program Costs 5
ACHIEVEMENT AND ACCOUNTABILITY IN TITLE I SCHOOLS 7
Have Students at Title I Schools Met State Academic Standards? TAAS Performance 2001 7
Have Title I Students Made Progress Over Time? A Longitudinal Analysis of TAAS Passing Rates 9
Changes at the District Level and at Title I Campuses 9
Changes Among Title I Student Subgroups 11
School Accountability Ratings 13
What is the State Accountability System? 13
Have Title I Schools Improved Their Accountability Ratings? 14
Summary and Recommendations on Achievement 15
OTHER COMPONENTS OF TITLE I 17
Homeless Students 17
Migrant Students 17
Private Schools 18
Private School Use of Title I Funds 18
Private School Demographics 19
Facilities for Neglected (N) or Delinquent (D) Youth 19
Survey Results From N or D Facilities 20
Use of Title I Funds at N or D Facilities 22
N or D Facilities Performance Data 22
Summary of Findings for N or D Facilities 23
Parent Involvement 23
SUMMARY AND RECOMMENDATIONS 25
The Growth of AISD's Title I Student Population 25
The Use of AISD Title I Funds 25
Title I and Student Achievement 26
Other Title I Program Components 28

REFERENCES 31
APPENDICES 32
Appendix A: Percentages of AISD Title I Students Passing TAAS Mathematics, Reading, and Writing, by Elementary and Secondary Grade Levels, and by Ethnicity and Income Level, 2001 33
Appendix B: TEA Accountability Ratings for AISD Title I Campuses, 1999, 2000 and 2001 37
Appendix C: Title I Private School Data, 2000-2001 39

TABLE OF FIGURES

Figure 1: AISD Title I, Part A Allocations by Program Component, 2000-01 3
Figure 2: Title I, Part A Grant Expenditures in AISD by Account Type, 2000-01 4
Figure 3: TAAS Mathematics Percentages Passing, State, All AISD Campuses and Title I Campuses, 1997 Through 2001 10
Figure 4: TAAS Reading Percentages Passing, State, All AISD Campuses and Title I Campuses, 1997 Through 2001 10
Figure 5: TAAS Writing Percentages Passing, State, All AISD Campuses and Title I Campuses, 1997 Through 2001 11
Figure 6: TAAS Mathematics Percentages Passing by Disaggregated Groups, Title I Campuses, 2000 and 2001 12
Figure 7: TAAS Reading Percentages Passing by Disaggregated Groups, Title I Campuses, 2000 and 2001 12
Figure 8: TAAS Writing Percentages Passing by Disaggregated Groups, Title I Campuses, 2000 and 2001 13
Figure 9: Accountability Ratings, AISD Title I Campuses, 2000-01 14
Figure 10: Accountability Ratings, All AISD Campuses, 2000-01 15
Figure 11: Percentages of Private School Students Served by Grade, 2000-01 19

TABLE OF TABLES

Table 1: Demographics for AISD Title I Schoolwide Program Students and for the District, 2000-01 2
Table 2: AISD Title I Extended Learning Activities, by Grade Level and Number Served, 2000-01 2
Table 3: Number of Students Served By Title I, Part A Campus-Based Funds, 2000-01 5
Table 4: Overall TAAS Percentages Passing, All AISD Campuses, Title I Campuses, and Non-Title I Campuses, 2001 7
Table 5: TAAS Percentages Passing by Disaggregated Groups, All AISD Campuses and Title I Campuses, 2001 8
Table 6: TEA Accountability Rating Standards for 2001 13
Table 7: AISD Title I, Part A Entitlement and Roll-Forward Funds, and Numbers of Students (and Campuses) Served, 1998-99 Through 2001-02 25

TITLE I PROGRAM OVERVIEW

WHAT IS TITLE I?

Title I is a compensatory education program supported by funds from the U. S. Department of Education through the *Elementary and Secondary Education Act of 1965* as amended by the *Improving America's Schools Act of 1994 (IASA)* (P.L. 103-382). This legislation has been reauthorized through the U.S. Congress in the *Leave No Child Behind Act of 2001* (P.L. 107-110) as signed into law in January 2002. The purpose of Title I is to enable schools to provide opportunities for children served so they may acquire the knowledge and skills described in state content standards and meet the state performance standards developed for all children. Title I provides funds to state and local education agencies that have high concentrations of low-income children in participating schools.

For school district purposes, a low-income child is defined as one who is eligible for free or reduced-price lunch based on family income. Schools are ranked annually on the percentage of low-income students residing in their attendance zones. Districts must serve schools with 75% or more low-income students, and remaining schools that have less than 75% low-income students are served in rank order as funding allows.

WHAT DOES AISD'S TITLE I PROGRAM LOOK LIKE?

In 2000-01, the Austin Independent School District (AISD) was allocated $11,433,288 in Title I, Part A funds to support 56 AISD public schools, 14 participating private schools, and 3 participating facilities for neglected youth within the AISD attendance zone that have students eligible for Title I funded services. In addition, Title I funds are used to serve homeless students and to provide support for parent involvement activities. Other Title I funds received by AISD are used to serve migrant students (Title I, Part C), and students who attend facilities for delinquent youth (Title I, Part D). These components of Title I are reviewed briefly below. For a historical perspective on AISD Title I programs, see the Reference section of this report for a list of past reports.

Schoolwide Programs

According to the U. S. Department of Education, a school can be designated a Title I schoolwide program if 50% or more of the children in the school's attendance zone are low-income students. Because AISD provided services to students in schools at or above the 56% low-income level, all 56 Title I schools (46 elementary schools, 9 middle/junior high schools, and one high school) provided schoolwide programs during 2000-01. During 2000-01, 35,641 AISD students (26,476 or 74% elementary; 9,165 or 26% secondary) were served by Title I funds according to PEIMS records. This number represents 45.8% of all AISD students. Demographic information on Title I students served as compared to all AISD students is presented in Table 1.

Table 1: Demographics for AISD Title I Schoolwide Program Students and for the District, 2000-01

	Number Enrolled	% Low-income	% LEP*	% African American	% Hispanic	% White	% Asian	% Native American
All AISD Students	77,826	48.0%	17.8%	15.8%	47.8%	33.7%	2.5%	0.3%
All Title I Students	35,641	76.6%	30.9%	24.4%	64.9%	10.5%	1.7%	0.2%

*LEP = Limited English Proficient
Source: AISD PEIMS Records, 2000-01

Extended Learning and Summer Programs

AISD provided extended learning opportunities throughout the 2000-01 year, including sessions for 2,703 Title I students in prekindergarten through grade 8 during the fall and spring intersessions at the eight year-round schools and in summer programs. Table 2 shows the activities, grade levels, and number of students served by Title I funds during these sessions. (See AISD's Optional Extended Year Program Report, Publication 00.07, as well as S.O.A.R. Report, Publication 00.10, for a discussion of several other AISD extended learning programs.)

Table 2: AISD Title I Extended Learning Activities, by Grade Level and Number Served, 2000-01

Title I Extended Learning Activity	Grade Levels	Number Served
During November 2000 Intersession, Title I and other funds were used to provide additional supplementary or tutorial services to students at risk of academic failure at 8 Title I year-round schools.	PK-6	1,014
During March 2001 Intersession, Title I, Optional Extended Year (OEY), and other funds were used to provide services to students at 8 year-round schools.	PK-6	911
During summer 2001, Title I funds were used to provide math or language arts skill building and/or acceleration in language or mathematics to students at 8 campuses.	PK-8	778
TOTAL		2,703

Source: AISD Records 2000-01

Title I Program Costs

Title I (A) Allocations in 2000-01

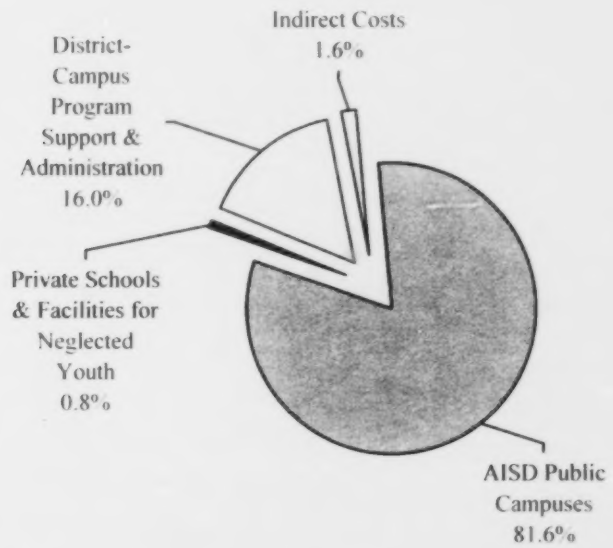
The total amount of Title I, Part A funds that TEA allocated to AISD for 2000-01 was $12,691,080, which included $11,433,288 (90%) in entitled funds and $1,257,792 (10%) in roll-forward funds from 1999-2000. For comparison, during 1999-2000 AISD

BEST COPY AVAILABLE

received $13,049,773, which included $11,376,525 (87%) in basic entitlement and $1,673,248 (13%) in roll-forward. All roll-forward amounts were within the allowable amount according to TEA regulations and AISD was not penalized for roll-forward funds.

As shown in Figure 1, the majority of Title I, Part A funds, 81.6% or approximately $10.3 million, was allocated to 56 AISD public campuses on a per pupil basis. Among AISD campuses, elementary Title I campuses received a total allocation of $8,479,856 (82%), while secondary Title I campuses received $1,881,136 (18%). The range of allocations to these campuses (distributed on a per pupil basis) varied from approximately $8,626 at one campus to $402,196 at another. All remaining Title I funds were allocated to districtwide program and campus support (16% or approximately $2 million), 14 private schools and 3 facilities for neglected youth (0.8% or approximately $100,000, allocated on a per pupil basis), and indirect costs (1.6% or approximately $198,440).

Figure 1: AISD Title I, Part A Allocations by Program Component, 2000-01



Source: AISD Grant Office Records, 2000-01

For the 2000-01 school year, Title I, Part A funds were allocated to provide support to AISD schools and the district through:

- staff salaries (at campus and district levels, e.g., counseling, technology, visiting teachers, evaluation, secretarial support, budget, vision and hearing, library media, volunteer coordination, grant administration, instructional support, curriculum support, translation services, extended learning through intersession and summer school programs, Reading Recovery program support, prekindergarten program support, parent involvement program support, and the district's Family Resource Center);
- contracted services;

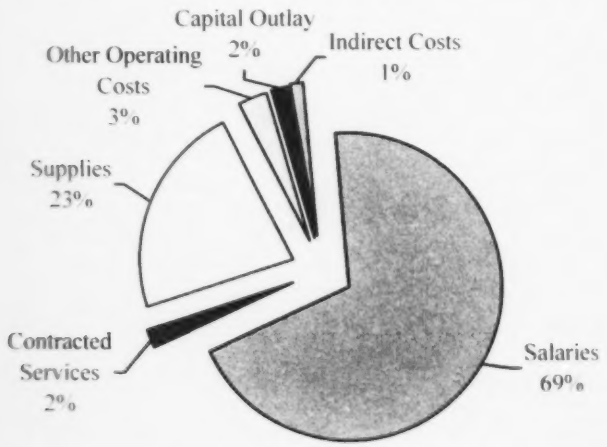
- instructional supplies; reading materials; testing materials; software; reproduction;
- staff professional development – e.g., conference fees, travel costs;
- refreshments; and
- student travel.

AISD Title I (A) Fund Expenditures 2000-01

During 2000-01, AISD spent approximately $10,967,097 or 86% of the district's allocation of Title I, Part A funds. Therefore, a district total of more than $1.7 million in Title I, Part A funds were unspent for 2000-01. Title I, Part A funds also went unspent during 1999-2000 in the amount of over $1.4 million. That is, in 1999-2000, AISD spent $11,616,208 or 89% of total funds that had been allocated that year. In both cases, these amounts were within the allowable 15% maximum amount that TEA will let districts roll forward for use in the next school year.

Figure 2 shows how the 2000-01 Title I, Part A funds were expended districtwide in the following account categories: salaries (69%), supplies and materials (23%), other operating costs (3%), professional and contracted services (2%), capital outlay (2%), and indirect costs (1%).

Figure 2: Title I, Part A Grant Expenditures in AISD by Account Type, 2000-01



Source: AISD Finance Office Records, 2001

However, an examination of the amount of Title I, Part A funds expended by campuses during 2000-01 shows that out of $10,360,992 allocated, approximately $9,045,081 or 87.3% was spent at the campus level. The monies left unspent at the campuses were in payroll (8.4% or about $868,106) or instructional categories (4.3% or about $447,808). The unspent payroll funds were most likely due to unfilled staff positions during the school year. Examining the range of Title I spending among individual campus, one campus only spent 22% of its Title I funds, while thirteen campuses spent 97% or more

of their Title I funds. Districtwide Title I program support had an allocation of $2,031,644, of which $1,697,808 or 84% was expended during 2000-01, leaving approximately $333,836 (16%) unspent.

Title I Expenditures and Students Served

Most Title I, Part A funds are expended at the campus level, and the amount of Title I, Part A funds for each campus is determined by the percentage of low-income students in the campus' attendance area. Funds are allocated to schools on a sliding scale based on enrollment. In 2000-01, Title I, Part A funds were used to serve students at 56 AISD public campuses, as well as eligible students at 14 participating private schools and 3 facilities for neglected youth within the AISD attendance zone. Table 3 shows the number of students served by each Title I, Part A campus-based program during 2000-01. A total of 36,325 students were served by Title I, Part A funds, with an approximate $250 district average amount of support per student (based on expenditures). More students were served by Title I, Part A funds during 2000-01 (36,325) than in 1999-2000 (32,525). However, the district average amount of funds available per pupil was smaller in 2000-01 ($250) than in 1999-2000 ($401).

Table 3: Number of Students Served By Title I, Part A Campus-Based Funds, 2000-01

AISD Title I, Part A Program, 2000-01	Number of Students Served, 2000-01
AISD Public Title I Schoolwide Campuses	35,641
Private Schools in AISD Boundary	437
Facilities for Neglected Youth in AISD Boundary	247
Total	36,325

Source: AISD PEIMS Records and Office of Program Evaluation Survey Records, 2000-01

Summary and Recommendations Related to Program Costs

AISD received more than $12 million in Title I, Part A funds for 2000-01, however, approximately $1.7 million went unspent and was rolled forward for the 2001-02 school year. This amount was within the maximum amount allowed by TEA for roll-forward funds. However, in recent years, some portions of entitlement funds, including Title I, Part A, funds have gone unspent in AISD. A challenge for AISD is to spend all funds allocated in the year monies are intended for use. To some degree, the cause for unspent funds is related to unfilled campus staff positions funded by the grant. These funds were not reallocated, and thus, the funds were not expended. In a recent visit by TEA, the District Effectiveness and Compliance (DEC) teams representing several entitlement grants recommended that AISD make every effort to ensure that all grant funds are expended during the year. For optimal use of grant funds, grant managers, finance staff, and curriculum staff should work with campuses to ensure that allocated funds are being expended in a timely manner. Further, if funds are not targeted for expenditure by the middle of the grant year, the funds should be reallocated to a program component where they

BEST COPY AVAILABLE

can be used to benefit children. In 2001-02, the district is making strides to reduce the amount of unspent funds by coordinating closely with campus staff on a regular basis.

However, a goal of the Title I, Part A program and of AISD is to improve student academic achievement. Thus, the district also may want to consider reexamining the ways Title I funds are allocated so that funds match student/school needs. That is, although certain state and federal rules determine the basic distribution of funds to serve eligible students, the district has some latitude in the way funds can be allocated to serve students/schools with the greatest need for academic support and improvement. Another strategy is to identify and fund effective program practices that successfully raise student achievement.

ACHIEVEMENT AND ACCOUNTABILITY IN TITLE I SCHOOLS

HAVE STUDENTS AT TITLE I SCHOOLS MET STATE ACADEMIC STANDARDS? TAAS PERFORMANCE 2001

In 2001, the overall TAAS percentages passing for AISD students taking TAAS in reading, mathematics, and writing were above the state minimum requirement of 50% as shown in Table 4. However, the overall TAAS percentages passing for students at Title I campuses were lower than for all AISD campuses and for non-Title I campuses in each subject area.

Table 4: Overall TAAS Percentages Passing, All AISD Campuses, Title I Campuses, and Non-Title I Campuses, 2001

	TAAS Reading Percentages Passing	TAAS Mathematics Percentages Passing	TAAS Writing Percentages Passing
All AISD Campuses (n=101)	83.6%	83.9%	81.4%
AISD Title I Campuses (n=56)	75.4%	77.8%	74.1%
AISD Non-Title I Campuses (n=45)	90.5%	89.0%	86.2%

Source: TEA AEIS TAAS Information, 2001

When examining the TAAS performance of AISD students disaggregated by ethnic and economically disadvantaged groups (see Table 5), the results show the following:

- There are small percentage point differences in overall passing rates (from 0.2% to 4.8%) between students at all AISD campuses and at Title I campuses.
- In reading, economically disadvantaged students have the lowest overall percentages passing.
- In mathematics, African American students have the lowest overall percentage passing.
- In writing, economically disadvantaged students have the lowest overall percentages passing.

BEST COPY AVAILABLE

Table 5: TAAS Percentages Passing by Disaggregated Groups, All AISD Campuses and Title I Campuses, 2001

	TAAS Reading Percentages Passing	TAAS Mathematics Percentages Passing	TAAS Writing Percentages Passing
African American			
All AISD Campuses	74.3%	70.5%	75.1%
Title I Campuses	72.5%	70.3%	74.0%
Hispanic			
All AISD Campuses	76.3%	78.6%	73.2%
Title I Campuses	73.1%	77.6%	70.5%
White			
All AISD Campuses	95.0%	94.2%	92.2%
Title I Campuses	91.9%	90.9%	87.4%
Economically Disadvantaged			
All AISD Campuses	72.5%	75.0%	70.1%
Title I Campuses	71.4%	74.7%	69.9%

Source: TEA AEIS TAAS Information and AISD records, 2001

An examination of 2001 TAAS percentages passing at Title I campuses showed a recurring difference between students in elementary (46 campuses) and secondary (10 campuses) grade levels. Appendix A provides more detailed graphics on TAAS differences between elementary and secondary grade levels. In almost every comparison, elementary students had higher percentages passing than did secondary students in TAAS mathematics, reading, and writing. The greatest difference in percentage points between elementary and secondary was in TAAS writing (7.5 percentage points difference between 77.5% at elementary and 70% at secondary). When the data were disaggregated by ethnicity and by economically disadvantaged status, higher TAAS percentages passing also were found among elementary Title I students as compared to secondary Title I students. For example, among African American Title I students, 77.9% passed TAAS writing at elementary campuses as compared to 69.6% at secondary campuses. Another example shows that among Hispanic Title I students, 79% passed TAAS mathematics at the elementary level as compared to 76% at the secondary level. Additionally, among Title I economically disadvantaged students, 74.5% elementary students passed writing while only 61.9% secondary students passed this test.

Some of the lowest percentages passing among Title I students at secondary campuses occurred as follows: TAAS writing for Hispanics and economically disadvantaged students (62.9% and 61.9%, respectively); TAAS mathematics for African American students (66.8%); and TAAS reading for economically disadvantaged students (66.7%). Therefore, attention at secondary levels in Title I schools should focus on these key areas for improvement.

BEST COPY AVAILABLE

An examination of TAAS passing rates by grade confirms the difficulty some children are having at middle and high school levels. As shown in Appendix A, the 2001 TAAS reading passing rates dropped at the sixth grade and again at tenth grade (exit level), and these results are more dramatic for students at Title I schools. Similar results occurred in 2001 TAAS mathematics. For TAAS writing, only given at grades four, eight, and tenth/exit, there was a drop from fourth to eight grade, but only non-Title I schools showed an increase again at grade 10. Therefore, more attention and support must be paid to students entering middle school (elementary and middle sixth graders), and this support must continue through middle and high school for those students who are preparing for and trying to pass the exit level tests at tenth grade.

Have Title I Students Made Progress Over Time? A Longitudinal Analysis of TAAS Passing Rates

Changes at the District Level and at Title I Campuses

TAAS passing rates for AISD Title I campuses and for all AISD campuses have shown general improvement over the past five years. These increases parallel those statewide. As shown in Figures 3-5, from 1997 to 2001, increases in TAAS percentages passing were seen at AISD Title I schools:

- 23.6 percentage points in mathematics;
- 15.8 percentage points in reading; and
- 11.8 percentage points in writing.

Smaller increases were seen during this same period for all AISD campuses:

- 11.8 percentage points in mathematics;
- 4.9 percentage points in reading; and
- 0.8 percentage points in writing.

At the state level, TAAS passing rates have increased too:

- 10.1 percentage points in mathematics;
- 4.9 percentage points in reading; and
- 2.6 percentage points in writing.

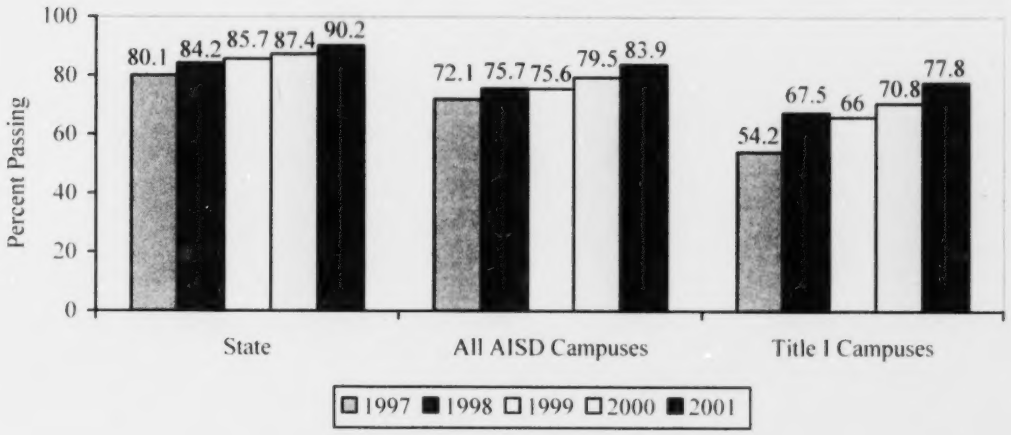
However, TAAS passing rates in reading, mathematics, and writing statewide and for all AISD campuses have remained higher than those for Title I campuses during this same period.

From 2000 to 2001, overall TAAS passing rates in AISD increased in mathematics (up 7 percentage points at Title I campuses; up 4.4 percentage points at all campuses) and in reading (up 2.9 percentage points at Title I campuses; up 2.4 percentage points at all campuses), and showed a slight decrease in writing (down 0.7 percentage points at Title I campuses; down 1.5 percentage points at all campuses).

The differences between overall passing rates at AISD Title I campuses and AISD non-Title I campuses have been reduced since 2000. For example, in 2000, the TAAS reading passing rates were 75.3% for Title I campuses and 93.3% for non-Title I campuses, a difference of 18 percentage points; the difference in 2001 is only 15.1 percentage points. Examining TAAS mathematics, Title I schools differed from non-Title I schools by 18.6

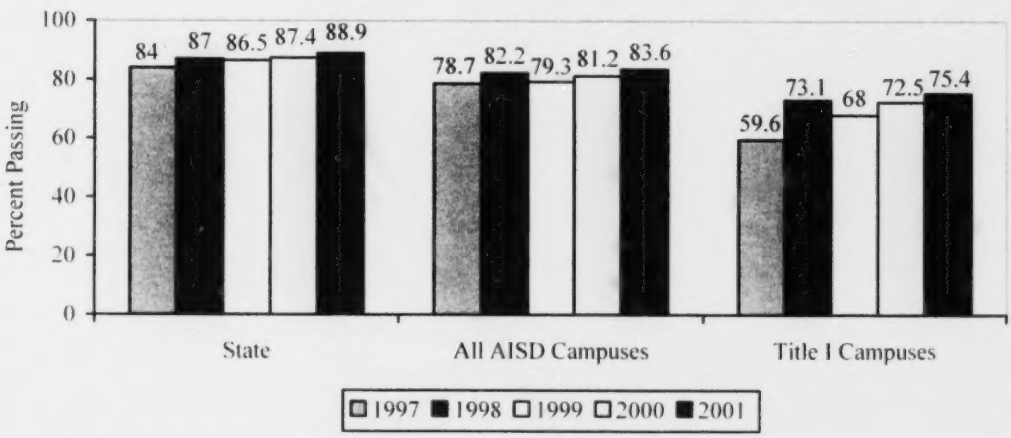
percentage points in 2000 but only by 11.2 percentage points in 2001. Finally, in TAAS writing, Title I schools differed from non-Title I schools by 13.2 percentage points in 2000 but only by 12.1 percentage points in 2001.

Figure 3: TAAS Mathematics Percentages Passing, State, All AISD Campuses and Title I Campuses, 1997 Through 2001



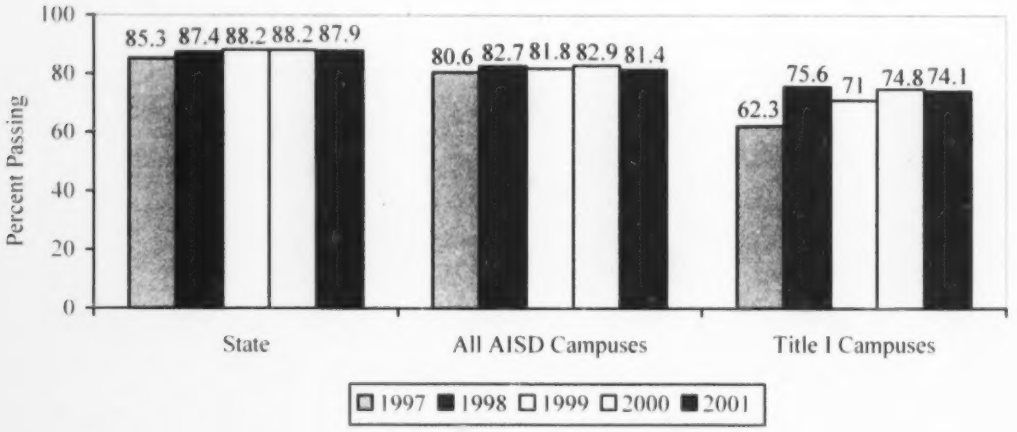
Source: TEA AEIS TAAS Information, 1997 through 2001

Figure 4: TAAS Reading Percentages Passing, State, All AISD Campuses and Title I Campuses, 1997 Through 2001



Source: TEA AEIS TAAS Information, 1997 through 2001

Figure 5: TAAS Writing Percentages Passing, State, All AISD Campuses and Title I Campuses, 1997 Through 2001



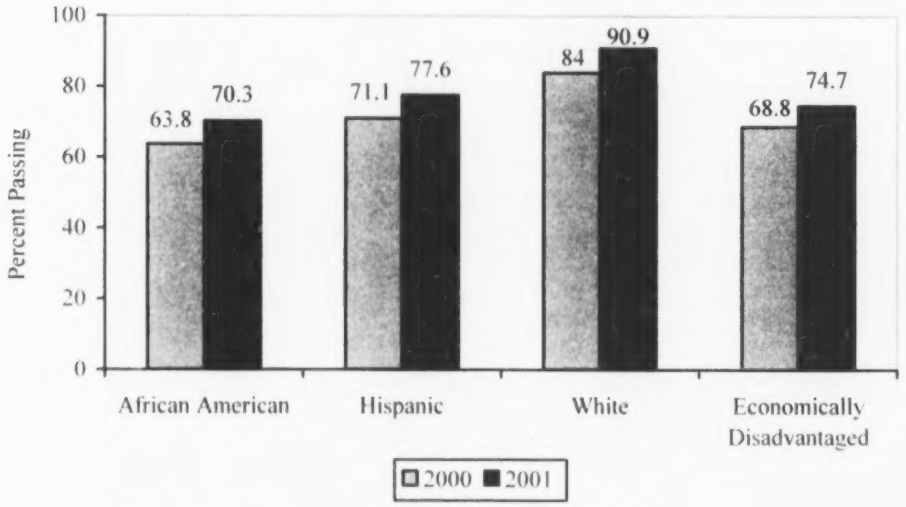
Source: TEA AEIS TAAS Information, 1997 through 2001

Changes Among Title I Student Subgroups

Figures 6-8 show Title I TAAS performance by TAAS subject test that is disaggregated by student ethnicity and economically disadvantaged status for 2000 and 2001. Some of the information from these figures can be summarized as follows:

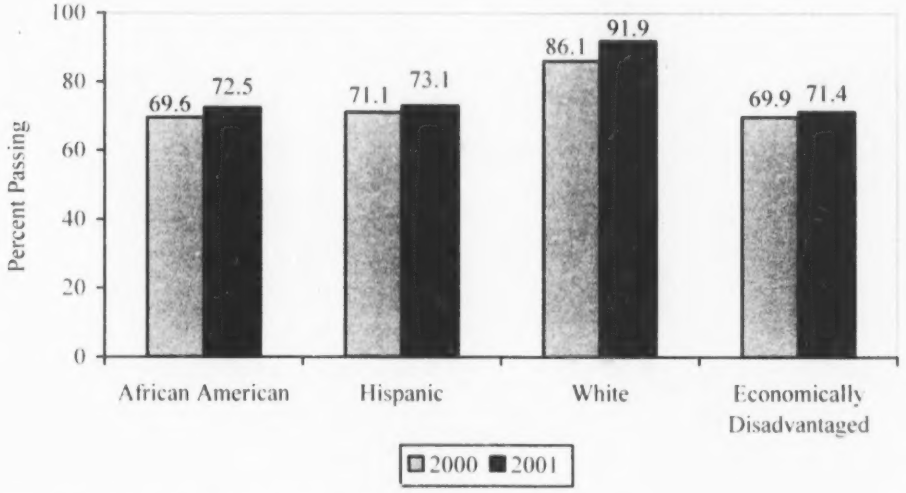
- In TAAS mathematics, increases (ranging from 5.9 to 6.9 percentage points) occurred in percentages passing among all subgroups;
- In TAAS reading, increases (ranging from 1.5 to 5.8 percentage points) occurred in percentages passing among all subgroups;
- In TAAS writing, increases occurred in percentages passing among African American (0.3 percentage points) and White (2 percentage points) students, but decreases occurred among Hispanic (2.5 percentage points) and economically disadvantaged (3.6 percentage points) students.

Figure 6: TAAS Mathematics Percentages Passing by Disaggregated Groups, Title I Campuses, 2000 and 2001



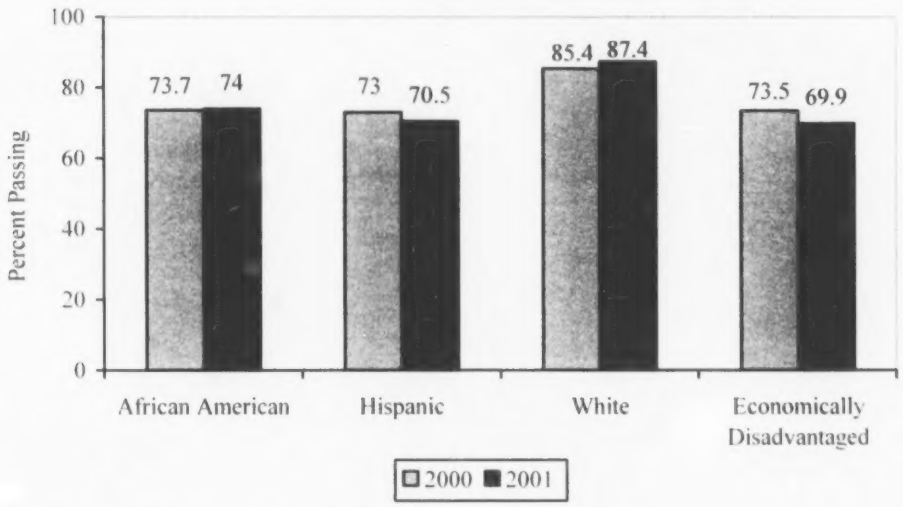
Source: TEA AEIS TAAS Information and AISD Records, 2000-01

Figure 7: TAAS Reading Percentages Passing by Disaggregated Groups, Title I Campuses, 2000 and 2001



Source: TEA AEIS TAAS Information and AISD Records, 2000-01

Figure 8: TAAS Writing Percentages Passing by Disaggregated Groups, Title I Campuses, 2000 and 2001



Source: TEA AEIS TAAS Information and AISD Records, 2000-01

School Accountability Ratings

What is the State Accountability System?

The state accountability system criteria are used to assess student performance. TEA determines four levels of performance: Exemplary, Recognized, Acceptable, and Low Performing. The base indicator standards for each performance level or rating are based on TAAS performance and on dropout rate as shown in Table 6. Passing TAAS is defined by TEA as 70% of test items correct. The criteria apply to the district and to each campus, as well as to all students and to all student subgroups (African American, Hispanic, White, economically disadvantaged).

Table 6: TEA Accountability Rating Standards for 2001

	Exemplary	Recognized	Acceptable	Low Performing
Spring 2001 TAAS (Mathematics, Reading, Writing)*	At least 90% passing each subject area	At least 80% passing each subject area	At least 50% passing each subject area	Less than 50% passing any subject area
1999-2000 Dropout Rate (Secondary Campuses Only)*	1% or less	3% or less	5.5% or less	Above 5.5%

*Applies to all students and student subgroups (African American, Hispanic, White, Economically Disadvantaged).

Source: Texas Education Agency, 2001

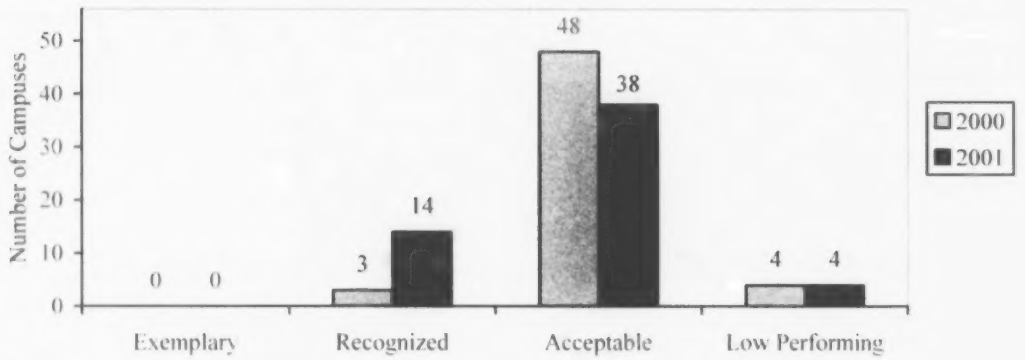
BEST COPY AVAILABLE

Have Title I Schools Improved Their Accountability Ratings?

The district's accountability rating for 2001 was Academically Acceptable. Therefore, according to state criteria, at least 50% of all students (and students from all subgroups) passed each TAAS subject area. Overall, between 2000 and 2001, there were increases in the numbers of AISD campuses with Exemplary ratings and Recognized ratings, and a reduction in the number of campuses with Low Performing ratings. Figures 9 and 10 show the two-year changes in the number and type of ratings for Title I campuses and for the district as a whole.

Figure 9 shows that the majority of AISD Title I campuses received Acceptable ratings during 2000 and 2001. Two campuses improved from Low Performing in 2000 to Acceptable in 2001, and 12 campuses improved from Acceptable in 2000 to Recognized in 2001. Thirty-eight Title I campus ratings remained the same from 2000 to 2001: two were Recognized, 34 were Acceptable, and two were Low Performing. Two Title I campuses with an Acceptable rating in 2000 declined to Low Performing in 2001, and one campus with a Recognized rating in 2000 received an Acceptable rating in 2001. One Title I campus opened in 2000-2001 and its rating was Acceptable. There were no Title I campuses with Exemplary ratings. Five campuses gained Title I status in 2000-01: four of these had Acceptable ratings in both 2000 and 2001, and one campus improved from Acceptable to Recognized during this time. A complete list of accountability ratings for Title I campuses, including data from 1999 to 2001 can be found in Appendix B.

Figure 9: Accountability Ratings, AISD Title I Campuses, 2000-01



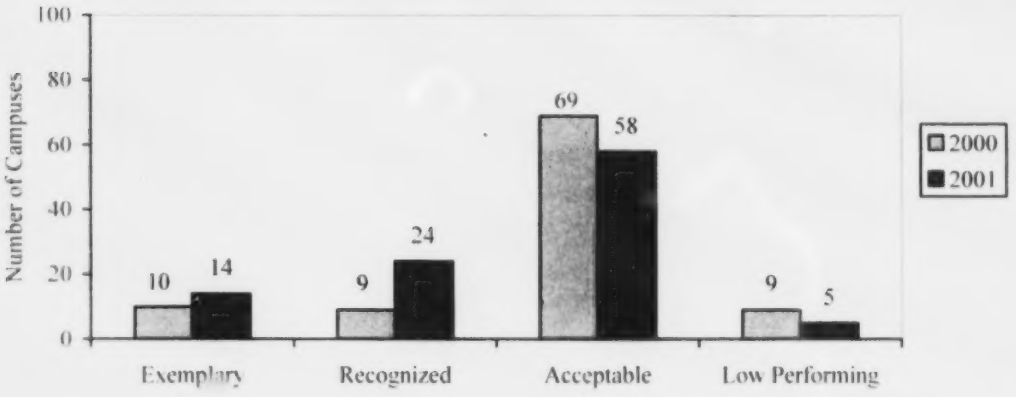
Source: TEA AEIS TAAS Information, 2000-01

As shown in Figure 10, among all AISD campuses, from 2000 to 2001 there were increases in the numbers of Exemplary and Recognized campuses, and decreases in the numbers of Acceptable and Low Performing campuses. Several non-Title I campuses obtained Exemplary ratings in both years (10 in 2000 and 14 in 2001). Some comparisons in the 2001 ratings between Title I campuses and non-Title I campuses show that:

- All (14) Exemplary campuses were non-Title I campuses.

- Among Recognized campuses, 58% (14) were Title I and 42% (10) were non-Title I.
- Among Acceptable campuses, 66% (38) were Title I and 34% (20) were non-Title I.
- Among Low Performing campuses, 80% (4) were Title I and 20% (1) were non-Title I. However, the one non-Title I school, Johnston, has become a Title I schoolwide campus in 2001-02.

Figure 10: Accountability Ratings, All AISD Campuses, 2000-01



Source: TEA AEIS TAAS Information, 2000-01

Summary and Recommendations on Achievement

In the areas of mathematics, reading, and writing, the overall TAAS percentages passing for students at AISD Title I campuses exceeded the state required minimum in 2001. Yet there are areas of concern that should be addressed by AISD in TAAS performance. When examining percentages passing TAAS in 2001 by student subgroup (e.g., ethnicity, economic disadvantage), the following results were found for Title I campuses and for all AISD campuses:

- In reading, economically disadvantaged students had the lowest percentages passing.
- In mathematics, African American students had the lowest percentages passing.
- In writing, economically disadvantaged students had the lowest percentages passing.

Therefore, the poor performance among these groups is not isolated to Title I campuses.

In 2001, students at Title I schools had overall lower percentages passing TAAS than did students at all AISD campuses. Among Title I schools, the lowest passing rates were concentrated at the secondary school level. For example, the biggest difference in 2001 TAAS percentages passing between Title I elementary and secondary campuses was in

writing (77.5% elementary, 70% secondary). Higher TAAS percentages passing at the elementary campus level appeared among several student subgroups (i.e., by ethnicity and economically disadvantaged status). Notable drops in TAAS reading and mathematics passing rates occurred at sixth grade and again at tenth grade (exit level).

Progress in student performance is being made in AISD. For the past five years, as was shown in Figures 3-5, student TAAS performance at Title I campuses has shown signs of improvement. Since 1997, AISD as a whole and Title I schools in particular have made notable gains in TAAS performance as defined by the percentages of students passing mathematics, reading, and writing. The biggest gains, in fact, have been for Title I campuses, and the largest gain has been in mathematics (increase of 23.6 percentage points).

Using the state's accountability system as a guide, AISD's Title I campus ratings also reflect improved performance. Among the district's 24 Recognized campuses in 2001, 14 (58%) were Title I campuses. Among the district's 58 Acceptable campuses in 2001, 38 (66%) were Title I campuses. One problem area that needs to be addressed is student TAAS performance at the district's five Low Performing campuses in 2001, four of which are Title I campuses now, and the fifth (Johnston High School) has become Title I in 2001-02. The issue of student preparation and performance according to state standards is becoming more critical as the new state testing requirements begin to take effect in the 2002-03 school year. For example, in 2002 the Acceptable rating will require that 55% (rather than 50%) of students (and each student subgroup) pass all sections of TAAS. The challenges in AISD will center on the strategic funding and implementation of effective methods to accelerate learning among students who are not passing TAAS and raise passing rates among students at all schools, especially Title I schools.

OTHER COMPONENTS OF TITLE I

HOMELESS STUDENTS

All students who experience homelessness are eligible to receive Title I services, regardless of the school they attend. Staff at AISD schools compiled lists of students who had experienced homelessness between August 2000 and March 2001. Homelessness was defined according to the Stewart B. McKinney Homeless Assistance Act, U.S.C.A. 42 Section 11302(a) that states a homeless person is "an individual who lacks a fixed, regular, and adequate nighttime residence; and an individual who has a primary nighttime residence that is (a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations; (b) an institution that provides a temporary residence for individuals intended to be institutionalized; or (c) a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings." This definition is intentionally open-ended to ensure that all students in homeless situations are not excluded from school.

Of 103 AISD schools surveyed, staff at 77 schools reported a total of 808 homeless students. Staff at the other schools reported having no homeless students. Of the homeless students in AISD, 570 attended Title I schoolwide campuses and were served directly through these campuses. No Title I funds were disbursed for students who did not attend schoolwide campuses. However, Title I funds paid the salary of a teaching assistant at Mathews Elementary who worked with all AISD homeless students. This staff person helped with student registration and transportation to school, as well as with the use of Title I funds for homeless students' needs, including school supplies, clothing, tutoring, and personal items.

All AISD schools received information about Project Help, a project funded through the McKinney Act to assist homeless students in AISD. Project Help staff act as liaisons between schools and homeless families. They assist with registration and transportation, inform families of their rights, provide money for school supplies and activities, and refer families to other agencies as necessary. A copy of the list of homeless students in AISD was forwarded to the Project Help office.

Project Help staff receive referrals from service providers, school staff, and homeless families. They used the AISD survey information to supplement the list of students they will serve over the next year. Also, they informed school staff of students served by Project Help who were not listed. During the 2001-02 school year, Project Help staff and Title I service providers should try to ensure that information about homeless students is exchanged on a regular basis so that all eligible students can be served. In addition, the academic success of homeless students should be followed as well as the strategies used by campuses to help these students succeed academically.

MIGRANT STUDENTS

AISD's Title I, Part C Migrant Education program received $108,294 in federal funds through the Texas Education Agency (TEA) for the costs of hiring staff to identify,

recruit, and address the educational needs of all eligible migrant children and youth who reside within AISD's attendance area. Migrant children ages 3 through 21 (or until attainment of a high school degree, whichever comes first) are eligible. The Migrant Education program directs funds for emergency medical and dental services, parental training and liaison-assistance between the migrant family and the school/community, payment of education-related fees, and evaluation of program effectiveness.

During the 2000-2001 school year, 223 migrant students were enrolled in AISD; all were Hispanic and 46% (102) were males. Three migrant students received secondary tutorial instruction during the regular school year and eight were enrolled in secondary summer school classes. Migrant students in grades 3-12 that took TAAS (n=36) had the following TAAS percentage passing rates: 67% mathematics, 71% reading, and 63% writing. Because these passing rates are low based on state standards as well as district averages, migrant students should be given additional assistance in raising their academic performance.

During 2000-01, 212 students received coordinated migrant support services in the areas of social work, outreach, and advocacy, and the Texas Migrant Student Transfer Packet ("Red Bag"). Fifty-six students also received health, dental and eye care. Thirteen secondary migrant students were enrolled in Huston Tillotson College's AusPREP, a tuition-free preparatory program for pre-freshmen engineering students. Another migrant student participated in St. Edward University's summer program that provides on-the-job training, high school credits, and pay to eligible students. For more information, see AISD's Title I, Part C Migrant Education Program Evaluation Report (Publication 00.05).

Private Schools

Eligible students who attend private schools may be served using Title I, Part A funds. To receive Title I services, private school students must meet two eligibility requirements: they must attend a school in a Title I school attendance area, and they must have been determined to be low income. Title I funds awarded to a private school may be used only for services to qualifying students. In 2000-2001, $93,544 in Title I services were allocated to eligible students at 14 private schools within the AISD attendance zone.

These private schools included: Abundant Life Learning Center, Ebenezer Child Development Center, El Buen Pastor Early Childhood Development Center, Greater Calvary Academy, Hope Lutheran School, Mt. Sinai Christian Academy, Peace Elementary School, Praise Christian Academy, St. Ignatius Martyr School, St. James Episcopal School, St. Martin's Lutheran School, St. Mary's Cathedral School, Sacred Heart Catholic School, and Terrell Home School.

Private School Use of Title I Funds

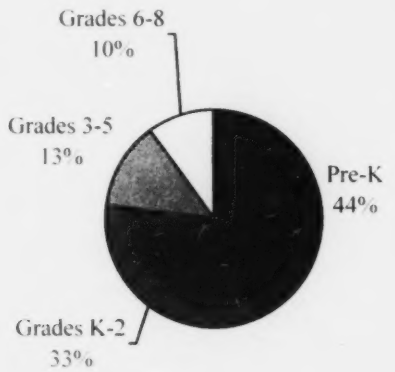
Of the Title I, Part A funds allocated for private schools, approximately 75% ($70,518) was expended during the school year. Staff at all 14 private schools reported using Title I funds to support their reading, language arts, and mathematics programs. Eight schools reported using the funds for social studies and eight reported using them for science. Three schools reported using the funds to provide health or dental services for Title I

students. See Appendix C for a detailed listing of monies allocated and spent for each private school as well as a summary of the academic and support services provided to students by each private school. According to AISD budget reports, private schools used Title I funds for reading materials, general supplies, professional services, software, library books, and test materials.

Private School Demographics

Staff at private schools reported providing Title I funded services to a total of 437 students during the 2000-01 school year. Of the students reported, there was an approximate even distribution by gender (49% female, 51% male); 65% were African American, 27% were Hispanic, 7% were White, and 2% were Asian. Students ranged from prekindergarten through grade eight with 44% of students in prekindergarten. Percentages of students by grade level are shown in Figure 11.

Figure 11: Percentages of Private School Students Served by Grade, 2000-01



Source: AISD Records 2001

Appendix C provides detailed information on students served at private schools that used Title I funds during 2000-2001. Appendix C includes information for each school that is disaggregated by gender, ethnicity, grade level, and instructional or support services provided.

FACILITIES FOR NEGLECTED (N) OR DELINQUENT (D) YOUTH

Three facilities for neglected (N) youth and five facilities for delinquent (D) youth were allocated Title I funds in 2000-2001. The facilities for neglected youth were allocated $6,456 Title I, Part A funds based on the estimated number of eligible students they serve. The facilities for delinquent youth were allocated $67,860 Title I, Part D, Subpart 2 funds based on the estimated number of eligible students they serve. Individuals from the AISD attendance area and other Texas districts are placed in these facilities because of delinquency, abuse, neglect, and/or emotional and behavioral problems. Regardless of their

residency status, these youths attend AISD's public schools or in-house classes at the facilities. The nature of their placement dictates whether they attend school in a public or secured, in-house setting.

TEA does not require AISD to collect academic test data from these facilities because of inflexible court appearance dates, or removal of some youth from this school district to another district or a different setting. Therefore, the focus of evaluation activities for the N or D facilities was on retrieving program data that includes the programs' 2000-2001 goals and objectives, number of residents served, student demographics, types of instructional and support services provided to the residents served, and the required descriptive program impact indicators applicable to TEA performance reports. Community involvement information also was gathered as part of the local evaluation. The evaluation objectives were:

- To document N and D facilities' program goals, activities, Title I expenditures, number of students served, and student demographics, per federal requirement.
- To assess the impact of Title I funds on the overall effectiveness of the D facility's program in promoting progress in student achievement per state standards (e.g., passing course grades, return to the regular education program, graduation or GED rates, etc.).
- To document community involvement at all N or D facilities.

Survey Results From N or D Facilities

In spring 2001, the AISD Office of Program Evaluation's staff sent out a survey packet to the N or D facilities, to private schools, and to AISD public schools that received entitlement funds. The survey sent to N or D facilities addressed student demographics and performance data. All eight N or D facilities returned their surveys. One of the delinquent facilities failed to spend their allocated Title I funds because of numerous staff changes at the administrative level during the school year. Therefore, the data reported are for seven facilities.

As part of the survey, the N or D facilities reported a description of their supplementary instruction program and how they spent Title I funds. Also, the facilities completed an evaluation data sheet on program impact. Impact measures were categorized as limited, moderate or great (representing respectively at least 70%, 80% or 90% of the students affected).

Facilities for Neglected Youth

Three facilities serve neglected children and are described briefly here.

Helping Hand Home

The instructional program at Helping Hand Home (HHH) utilizes staff and volunteers to meet its program goals. The program provides children with scheduled after-school homework time, assistance with special school projects, reading practice and computer assistance. Among children served in 2000-01, some were identified as having special education needs such as learning disabilities, emotional disturbances, speech impairments, and attention deficits. Twenty volunteers from the community provided

tutoring, computer skills training, exercise classes, and etc. to the residents of HHH. The home served 34 students in prekindergarten through grade 8 in 2000-2001. HHH received a $3,766 allocation of which $3,621 was spent ($106.50 per student served).

Settlement Home

Settlement Home is a private, non-profit residential treatment center and foster home program for severely abused girls ages 7 to 17. The goal of the facility is to provide weekly academic instruction, tutoring, and skill building to all residents at the home in order to help them improve their grades. Title I funds were used to purchase instructional materials. Five volunteers worked directly with the academic program providing academic tutoring, counseling, and guidance. Settlement Home served 55 students in grades 2-12 in 2000-2001. Settlement Home received a $538 allocation of which $441 was spent ($8.02 per student served).

Lifeworks/Youth Options

Lifeworks is an emergency shelter that serves homeless youth in grades 6 through 12 until they can be enrolled in AISD or an alternative education program. Five volunteers provided tutoring in reading, mathematics, and computer usage. Although allocated $2,152, no Title I funds were used during 2000-01.

Facilities for Delinquent Youth

The following are descriptions of the programs offered at four facilities for delinquent youth.

Gardner-Betts Juvenile Justice Center

The center served 1,247 delinquent detainees, ages 10 to 16 in 2000-2001. They were provided on-site supplementary instruction. The program offered a TAAS-centered curriculum focusing on English, mathematics, and reading in content areas during the regular school year. In addition, Gardner-Betts offered an on-site summer program for at-risk students at the end of the regular school year. Two volunteer agencies, Austin/Travis County Health Department and the Texas Department of Health, provided sexuality education and Hepatitis C prevention instruction. The Title I funded program at Gardner-Betts is supervised by the AISD Alternative Learning Center principal. Gardner-Betts received a $20,076 allocation of which $17,501 was used ($14.03 per student served).

The Oaks Psychiatric Health System

A coeducational group of youths, ages 5 to 21, lives in this group home facility. The curriculum is individualized and serves students in grades 6 through 12, GED, and pre-vocational classes. The residents received on-site and after-school supplementary instruction tailored to their specific educational needs. The Oaks served 64 students in 2000-2001. The Oaks received a $19,000 allocation of which $16,195 was used ($253.05 per student served).

Travis County Juvenile Shelter-Leadership Academy

During 2000-01, Travis County Juvenile Shelter – Leadership Academy used Title I funds to serve 29 students who were delinquent detainees, ages 10 to 16, by providing them with on-site instruction and transitional halfway housing. In addition, a support program offered intensive supervision of residents while they were at the halfway house, attending

their home school, or taking GED classes. Title I funds were used to provide salaries for summer school teachers for all students. The Title I funded program at the Leadership Academy is supervised by the AISD Alternative Learning Center principal. The Leadership Academy received a $10,372 allocation of which $7,612 was used ($262.48 per student served).

Phoenix Academy of Austin

Adolescent youth, ages 13 to 16, participated in both residential and day-treatment substance abuse programs at this facility. The Title I supplementary instructional program was implemented through the summer session at the facility and served all students there. Three certified teachers and an aide were hired to provide summer instruction. Courses for credits were targeted during the summer to enable students to increase their credits toward graduation. A remedial program was also offered for middle school students to ensure that they passed to the next grade. The Academy served 131 students in 2000-01. The Title I funded program at Phoenix Academy is supervised by the AISD Alternative Learning Center principal. Phoenix Academy received a $14,039 allocation of which $13,952 was used ($106.50 per student served).

Use of Title I Funds at N or D Facilities

Of Title I, Part A funds allocated to facilities for neglected youth, approximately 63% was spent (one facility did not spend any Title I, Part A funds). Of the Title I, Part D funds allocated to facilities for delinquent youth, approximately 85% was spent. The survey results show that the majority of these institutions used Title I funds to purchase educational materials, supplies, computer software, and books, and to pay instructional staff salaries. Four of the facilities (Settlement Home, Helping Hand Home, Gardner-Betts, and the Phoenix Academy) reported plans for holding summer activities. Three facilities (Lifeworks, Leadership Academy, Oaks Treatment Center) reported that they were year-round facilities, accustomed to providing summer instructional services that enabled students to earn course credits.

N or D Facilities Performance Data

The surveys showed that during school year 2000-2001, the seven N or D facilities served a total of 1,718 youths using Title I funds. Of those youths, 65% were male, 43% were Hispanic, 29% were African American, and 28% were White. Also, the following on-site instructional services were provided to youth living in the seven facilities: Reading or Language Arts (1,512), Mathematics (1,499), Science (1,480), and Social Studies (1,510). Guidance and Counseling support services (1,472) and health or dental services (222) also were provided during the year. Other academic outcomes reported by the facilities included the return of 1,285 youth to the regular classroom during the school year, two high school graduates and eight GED recipients.

Only delinquent facilities were required to complete additional survey questions on program performance and data sources necessary for the TEA Title I, Part D, Subpart 2 Performance Report. These academic impact measurements were categorized as limited, moderate, or great (representing respectively at least 70%, 80% or 90% of the students

making academic progress). The institutions' evaluation responses indicated all program objectives were *moderately* effective in the following areas: to help students maintain and improve educational achievement, accrue school credits that meet state requirements for grade promotion and secondary school graduation, make transition to a regular program or other local education agency (LEA) programs, and to complete secondary school or equivalency requirements. None of the institutions chose limited or great impact responses.

Summary of Findings for N or D Facilities

In a recent district visit by TEA, members of the District Effectiveness and Compliance team used available performance data to substantiate their findings that AISD N or D facilities were using their funds effectively to promote student learning and were also in compliance with TEA standards. However, since not all funds allocated were expended during the year, a recommendation similar to that for regular AISD Title I campuses can be made: have AISD central office staff, including grants, curriculum and finance staff, work with the N or D facilities staff to ensure that all funds are used to benefit children during the school year. At the time of this report, AISD grant staff are working with several of the facilities to have a written plan for expending all funds in a timely manner in 2001-02.

PARENT INVOLVEMENT

Parent involvement is a key element of AISD's efforts to enhance students' academic and social success. Most district programs, including Title I, Title I Migrant, GEAR Up, AVID, Bridges to Success, Optional Extended Year, and other local district programs, address these efforts. The common goal of these programs is to build partnerships that benefit students, parents, schools and communities. To enhance all of the district's parent and community involvement efforts, AISD's School Board adopted an updated parental involvement policy that was recommended for adoption by the District Parent Involvement Task Force in August 2000. The updated policy is based on Joyce Epstein's (1997) list of important parent involvement activities: communication, parent training, promoting student learning, community resources, decision-making, and volunteering (review this website, www.csos.jhu.edu/p2000/sixtypes.htm). Epstein's research indicates these six activities have been successful ways to involve parents.

Fifty-five AISD schools used a combination of funds in 2000-01 to employ parent support specialists who provided workshops and other services to parents and community members to enhance, empower, and encourage parent participation in the education of children. In addition, parent support specialists served on various committees, participated in campus decision-making activities, coordinated public services between the school and community, and assisted with special enrollment. The majority of parent support specialists also coordinated summer school parental involvement activities.

During the school year, many campuses took advantage of the opportunities for parent involvement that were available through the Parent Programs office, a part of AISD's Department of School Support Services. The office is housed in the Family Resource Center located at Allan Elementary School. The Parent Program Specialist oversees this office that has a full-time parent support specialist and secretary. The office serves primarily

to provide training for parent support specialists, coordinate parent involvement activities districtwide, facilitate Title I and Title I Migrant Parent Advisory Council (PAC) meetings, set up staff development workshops/sessions, publish or make available parenting periodicals, provide on-site adult literacy classes, conduct Spanish translation, and coordinate parent involvement support activities with area private schools. The Center is also the meeting headquarters for the Parent Involvement Advisory Council, a sub-group of the district's task force that updated AISD's parent involvement policy. At the district level, Title I funds also were used to host a summer parent involvement workshop for public and private school parents where parents received parenting resources.

Parent involvement evaluation objectives for 2000-01 included documentation and measurement of the following: campus staff's awareness of AISD's parent involvement policy and regulation; district adherence to and Title I requirements for Campus Improvement Plans' inclusion of parental involvement, parental Campus Advisory Council membership, and written Parent Compacts; parent support specialists activities; district use of entitlement funds in parental involvement activities; AISD's community involvement through the Austin Partners in Education program; and self-reported parent involvement in AISD based on results of a districtwide parent survey. Results provided district decision makers with information and recommendations for program modification and guidance for 2001-2002 evaluation goals. For more information, see AISD's Parent and Community Evaluation Report (Publication 00.04).

SUMMARY AND RECOMMENDATIONS

THE GROWTH OF AISD'S TITLE I STUDENT POPULATION

The Austin Independent School District is experiencing an ever-increasing population of low-income students. Therefore, the number of Title I students and the number of Title I schools that are supported in AISD are also increasing over time. Meanwhile, over the past several years, the amount of Title I funds available to the district has varied. As shown in Table 7, from 1998-99 to 2000-01 there was an increase (of more than $649,000) in Title I, Part A entitlement funds; the number of students served in AISD public campuses grew from more than 31,000 to more than 35,000; and the number of Title I campuses grew from 50 to 56. However, from 2000-01 to 2001-02, Title I, Part A entitlement funds decreased by more than $805,000 while the number of students served continued to increase by more than 1,200 and the number of Title I public campuses grew from 56 to 60. During this time, the roll forward amounts (over one million dollars each year) allowed by TEA have compensated for some of the variation in entitlement funds. Across all four years, an increase has occurred in the number of private school students served and neglected youth served (with the exception of neglected youth projections for 2001-02).

Table 7: AISD Title I, Part A Entitlement and Roll-Forward Funds, and Numbers of Students (and Campuses) Served, 1998-99 Through 2001-02

School Year	AISD Title I A Entitlement From TEA	AISD Title I A Roll Forward From Previous Year Allowed by TEA	Number of AISD Public Students Served at Title I Schoolwide Campuses	Number of Private School Students (and Schools) Served With Title I Funds	Number of Neglected Youth (and Facilities) Served With Title I Funds
1998-1999	$10,783,666	$1,571,560	31,948 (50)	211 (9)	56 (2)
1999-2000	$11,376,525	$1,673,248	31,943 (50)	333 (11)	249 (3)
2000-2001	$11,433,288	$1,257,792	35,641 (56)	437 (14)	247 (3)
2001-2002	$10,627,758	$1,723,983	Est.* 36,904 (60)	Est.* 951** (10)	Est.* 149 (3)

* Based on AISD Application to Texas Education Agency for Entitlement Funds 2001-02.
** Denotes total estimated enrollment of students; not all of these students may be eligible for Title I A services.
Source: AISD Budget, Grant, and Evaluation Records

THE USE OF AISD TITLE I FUNDS

Bearing in mind the growth of AISD's Title I student population, one issue to consider is the allocation and use of Title I, Part A funds in AISD. Although most Title I, Part A funds go directly to campuses, over the past two years AISD has had over a million dollars annually in unspent funds. The amount of Title I funds rolled forward to the next budget year by AISD have been within the 15% limit allowed by TEA, so there has been no

BEST COPY AVAILABLE

penalty. However, there needs to be a more efficient and effective way of ensuring that all entitlement funds in AISD get spent during the school year to serve those children most in need, the ultimate goal being to improve student achievement. Better financial, grant, and curriculum management plans are needed for coordinating and monitoring use of funds at the campus level. This applies to AISD public campuses as well as to those private/non-public schools and facilities for neglected youth within the AISD attendance area that serve students eligible for Title I services. A similar recommendation can be made for improved use of Title I, Part D funds by facilities for delinquent youth. One suggestion is better planning prior to the beginning of the school year and an option to redirect funds mid-year if left unspent. Grant staff are already working with certain schools and facilities to establish a plan for use of funds in the 2001-02 year. Another suggestion may be to consider alternative feasible ways in which funds are allocated to campuses and throughout the district (as allowed by federal and state requirements) in order to accelerate student achievement. For instance, a larger proportion of Title I funds could be provided to those campuses where there are large percentages of students not passing TAAS and/or are failing courses. This strategy would be contingent upon academic improvement over time. Another strategy is to identify schools where effective practices and programs are in place in order to improve student achievement, and fund these programs so that they can be implemented at all schools.

Title I and Student Achievement

Improved student achievement is the major goal of Title I. The state accountability criteria are used to assess student performance at the Title I campuses. Some recent student achievement results at AISD Title I campuses include:

- Overall, the percentages of students passing TAAS reading and mathematics increased from 2000 to 2001. The largest increase in the percentage of students passing TAAS was in mathematics. There was a slight decrease from 2000 to 2001 in the percentage of students passing TAAS writing.
- Long-term progress in student TAAS performance has occurred among AISD Title I schools as well as among non-Title I campuses. Since 1997, AISD Title I schools have made notable gains in TAAS percentages passing, with the largest gain in mathematics (i.e., increase of 23.6 percentage points from 1997 to 2001).
- The differences in TAAS passing rates between Title I and non-Title I schools have grown smaller since 2000, especially in mathematics. However, an achievement gap remains between students in Title I schools and students in non-Title I schools. In 2001, there was an 11 to 15 percentage point difference between Title I and non-Title I overall TAAS passing rates in reading, mathematics, and writing.
- When TAAS passing rates are examined by disaggregated groups, there are small percentage point differences in overall passing rates between students at all AISD campuses and at Title I campuses. Districtwide, economically disadvantaged students had the lowest overall percentage-passing rates in reading and in writing. African American students had the lowest overall percentage-passing rate in mathematics.

- When comparing Title I elementary and secondary grade levels, elementary students tend to have higher percentage-passing rates than do secondary students in TAAS reading, mathematics, and writing.
- AISD 2000-01 Title I campuses had the following 2001 state accountability ratings: 14 Recognized, 38 Academically Acceptable, and 4 Low Performing. In part, ratings are given based on the percentages of all students and of each student subgroup (by ethnicity and by economic disadvantage) that pass each TAAS subject area. The Recognized status indicates at least 80% of all students and student subgroups passed in each TAAS subject area. The Acceptable status indicates at least 50% of all students and subgroups passed in each TAAS subject area. The Low Performing status indicates that TAAS passing rates were less than 50% for all students or subgroups. Compared to ratings in 2000, the total numbers of AISD Title I campuses with Recognized status increased, Acceptable status decreased, and Low Performing status stayed the same.

The achievement gap remains in AISD, as shown by lower TAAS passing rates among students who are low income, and who are in black and Hispanic ethnic groups. These groups represent most students in Title I schools. Improvements in TAAS percentage passing rates are occurring among students in AISD, including Title I campuses, and therefore, the gap in student achievement is narrowing. The district is rethinking the strategies it is using to assist students districtwide who have failed TAAS, the majority of whom are at Title I schools. AISD is promoting the identification and use of "what is working" by analyzing how the following factors impact student achievement:

- Use of appropriate instructional practices; pedagogy;
- Degree to which curriculum materials are aligned with state TEKS;
- Use of test data in redirecting schools;
- Funds/Resource allocation and management;
- Staffing and professional development;
- Communication of district academic strategies, standards, and expectations to campus staff and to parents; and
- Reinforcement of parent involvement – a cornerstone of the Title I program and a district mandate.

Several efforts are now underway in AISD to bring more resources to and focus on Title I schools in need. For example, every campus in the district must examine their students' TAAS data annually in order to identify areas where improvements are needed. This process helps drive the annual revisions of district and campus improvement plans. Better use of available student data can help raise awareness of student needs, allow for improved focus on achievement challenges in each classroom, and drive campuses toward improvement. However, the extent to which each campus is doing an effective job of using this academic information to guide instruction is not fully known; this provides a point for further investigation.

There are several specific initiatives that are directed at improving student achievement in AISD. For instance, the Account for Learning initiative, a locally funded program to increase reading and mathematics achievement at campuses with high

percentages of low income students, provides funding to 51 Title I campuses (see AISD's Account for Learning Evaluation Report, Publication 00.17). Another local district initiative in AISD, the Campus Support Initiative, is driven by the district's improvement plan. This strategy provides a group of focus schools with extra curriculum and instructional support through coordinated teams. There are 17 Title I campuses that are considered focus schools for this project. At the elementary school level, there are 42 Title I campuses receiving Title VI Class Size Reduction funds to reduce class sizes in kindergarten through grade three by hiring and training highly qualified teachers. This program's goal is to increase the attention students get at this early age so that academic achievement will be improved, especially in the area of reading, a skill critical to all other school progress (see AISD's Title VI Class Size Reduction Evaluation Report, Publication 00.15). The Bridges to Ninth Grade Success program is funded through the state to increase graduation rates by reducing the number of students who are retained in ninth grade or who drop out. The Bridges program enhances existing AISD programs designed to increase academic achievement and attendance rates while reducing dropout rates. Currently, the Bridges program is at all AISD high schools.

As the 2002-03 school year approaches, efforts to improve student achievement become more critical for all students in AISD and in the state of Texas. New requirements from the Texas Education Agency for student achievement, school progress, and accountability will go into effect that year. For instance, in 2002, the new standard for receiving an Academically Acceptable rating will include a TAAS passing rate raised to 55% for all students (including subgroups) in all TAAS subject areas. In 2003-04, the new more challenging Texas Assessment of Knowledge and Skills (TAKS) assessment will be implemented to replace the TAAS. Another example of higher state standards taking effect will be the implementation of the component of the Student Success Initiative that will eliminate social promotion. This effort will essentially make passing TAAS tied to whether or not a child is promoted to the next grade level. Using a phase-in process with multiple opportunities provided for students to pass TAKS, third graders who do not pass reading TAKS in 2003 will not be promoted to fourth grade. In 2005, fifth graders must pass both reading and math TAKS in order to be promoted to the next grade. In 2008, eighth graders must pass reading and math TAKS in order to be promoted to the next grade.

With these and other high-stakes requirements being placed on students in Texas school districts, the challenge for AISD will be to bring all of its students up to state standards in terms of mastery of the core academic skills required to be successful in school and in society. Right now in AISD, there are large percentages of students who have not passed TAAS reading, mathematics or writing. Many of these students are from minority and/or low-income families and many are at Title I campuses. In addition, data also show that there are many students at grade six and beyond who are having a difficult time passing TAAS. Therefore, immediate and targeted instructional resources (e.g., high quality materials and trained staff) must be used to improve the academic skills of these students.

Other Title I Program Components

The AISD Title I program is multifaceted, encompassing a variety of initiatives to serve students. As mandated by law, various Title I funds (Parts A, C, and D) were allocated

and used in AISD during 2000-2001 to support and serve eligible students who were homeless, migrant, neglected, delinquent, or attending certain private schools within the AISD attendance area. Based on campus survey information, approximately 808 homeless students attended AISD schools during 2000-2001. Of this number, most (570) attended Title I schoolwide campuses. Title I funds also were set aside to fund the salary of a teaching assistant staff person who worked directly with homeless students and the schools that serve them.

Approximately 223 migrant students who enrolled in AISD schools during 2000-2001 were supported through the Title I, Part C Migrant Education program. The program provided funds for emergency medical and dental services, parent training and liaison assistance for attaining community services, payment of educational fees, and opportunities for extended education or job training. Of the 36 migrant students who were eligible to take TAAS during the school year, 67% passed mathematics, 71% passed reading, and 63% passed writing. Because these passing rates are low based on state standards, attention must be paid to how migrant students are being assisted in raising their academic performance.

Fourteen private schools within AISD attendance zones had students eligible to receive Title I, Part A services during 2000-2001. The schools reported a total of 437 students in prekindergarten through grade eight were served using Title I, Part A funds during the year. Most private schools used the funds for supporting reading, language arts, mathematics, social studies, and science instructional programs.

Three facilities for neglected youth (using Title I, Part A funds) and four facilities for delinquent youth (using Title I, Part D funds) served 1,718 students in 2000-2001. Students from the AISD attendance area are placed in these types of facilities because of abuse, neglect, emotional/behavioral problems, or delinquency. These youth attended AISD public schools or in-house classes at the facilities depending on the student's particular circumstances. Academic, guidance, and health services were provided to 85% or more of the students served in these facilities. Positive academic outcomes were reported by some of the facilities, including many students being returned to their regular school classroom, academic course credits earned, students meeting state requirements for grade promotion, and students achieving their high school degree or earning their GED.

Parent involvement is an integral part of Title I programming and is an essential element in the operation of all AISD schools. There are various district programs and initiatives that have a common goal of enhancing parental involvement in the schools. In 2000, the AISD School Board adopted a revised parent involvement policy that is based on six research-based components of parent involvement: communication, parent training, promoting student learning, community resources, decision making and volunteering. In addition, local, state, and federal laws require schools and the district to have goals addressing parental involvement in campus and district planning documents (documents that must be reviewed and approved by committees that have parent representation). Fifty-five AISD campuses used a combination of funds (including Title I) to employ parent support specialists who provided many parent involvement support activities during the year. Another source of parent involvement support is available to all AISD campuses in the Parent Programs staff and resources, part of the Family Resource Center, located at AISD's

Allan Elementary School. This Program and Center provide professional staff development, help coordinate districtwide parent involvement activities, facilitate parent advisory council meetings, publish and disseminate parent involvement periodicals, provide adult literacy classes, and conduct Spanish-language translations upon request.

REFERENCES

Curry, J. (2001). S.O.A.R. Evaluation, 2000-01. (Publication No. 00.10). Austin, TX: Austin Independent School District.

Curry, J., Washington, W., & Zyskowski, G. (2000). Title I Evaluation Report, 1999-2000. (Publication No. 99.03). Austin, TX: Austin Independent School District.

Curry, J., Washington, W., & Zyskowski, G. (1999). Title I Evaluation Report, 1998-1999. (Publication No. 98.04). Austin, TX: Austin Independent School District.

Curry, J., Washington, W., & Zyskowski, G. (1999). Title I Evaluation Report, 1997-1998. (Publication No. 97.02). Austin, TX: Austin Independent School District.

Improving America's Schools Act of 1994, P.L. 103-382. U. S. 103rd Congress (1994). [Available on-line at http://www.ed.gov/legislation/ESEA/toc.html]

Leave No Child Behind Act of 2001, P.L. 107-110. U. S. 107th Congress (2002). [Available on-line at http://www.ed.gov/offices/OESE/esea/index.html]

Pinon, D. (2001). Title VI - Class Size Reduction Evaluation Report. (Publication No. 00.15.) Austin, TX: Austin Independent School District.

Pinon, D. & Koehler, H. (2001). Account For Learning Evaluation Report. (Publication No. 0017) Austin, TX: Austin Independent School District.

Stewart B. McKinney Homeless Assistance Act, U.S.C.A. 42 Section 11302(a). [Available on-line at http://www.utdanacenter.org/OEHCY/laws_McKinney.html].

Texas Education Agency (2001). [Available on-line at http://www.tea.state.tx.us/]

Washington, W. (2001). Parent and Community Involvement Evaluation Report. (Publication No. 00.04) Austin, TX: Austin Independent School District.

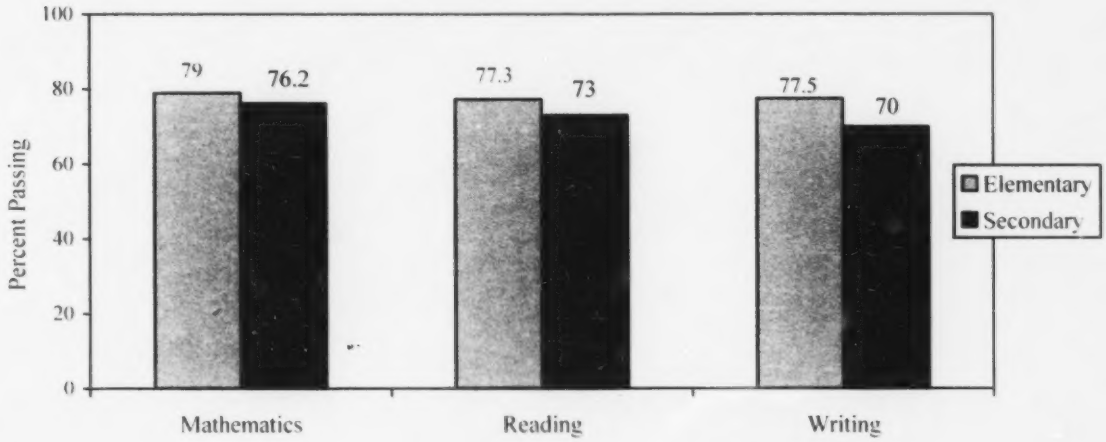
Washington, W. (2001). Title I Part C Migrant Education Program Evaluation Report. (Publication No. 00.05) Austin, TX: Austin Independent School District.

Washington, W. (2001). Optional Extended Year Evaluation Report. (Publication No. 00.07) Austin, TX: Austin Independent School District.

APPENDICES

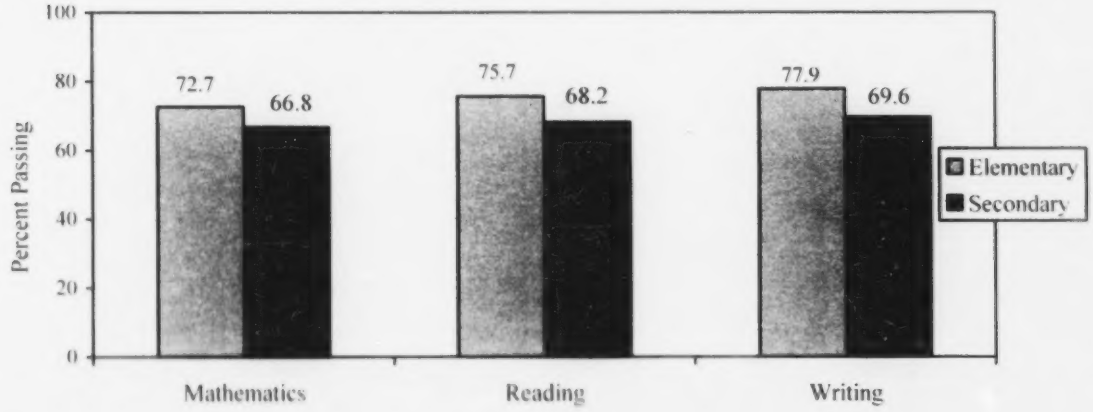
Appendix A: Percentages of AISD Title I Students Passing TAAS Mathematics, Reading, and Writing, by Elementary and Secondary Grade Levels, and by Ethnicity and Income Level, 2001

Percentages of All AISD Students at Title I Schools Passing TAAS Mathematics, Reading, and Writing, by Elementary and Secondary, 2001



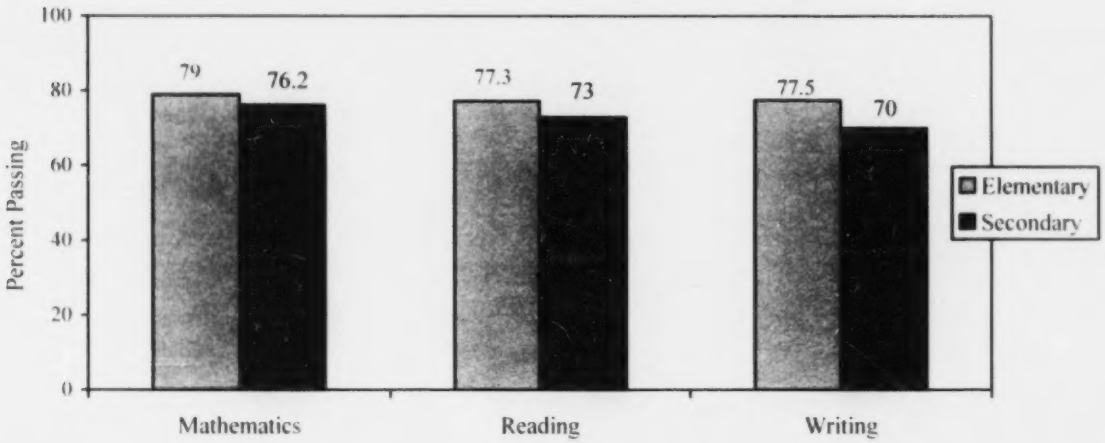
Source: TEA AEIS TAAS Information and AISD Records, 2001

Percentages of AISD African American Students at Title I Schools Passing TAAS Mathematics, Reading, and Writing, by Elementary and Secondary, 2001



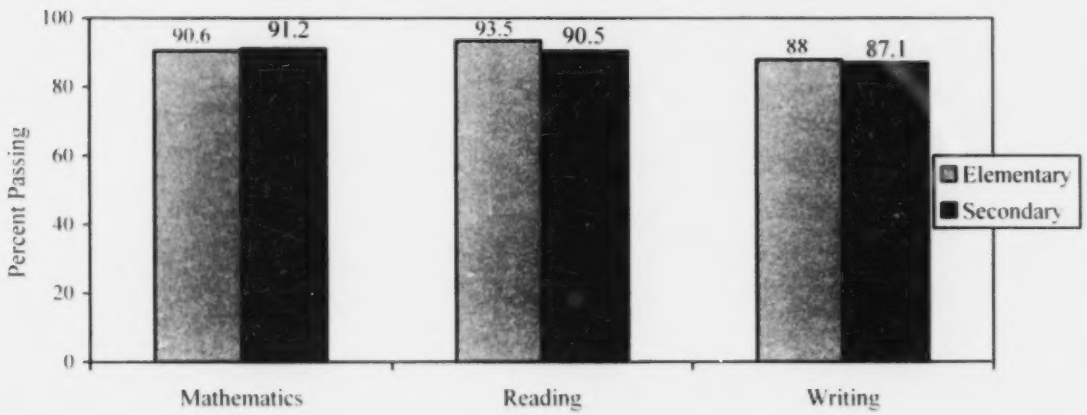
Source: TEA AEIS TAAS Information and AISD Records, 2001

Percentages of AISD Hispanic Students at Title I Schools Passing TAAS Mathematics, Reading, and Writing, by Elementary and Secondary, 2001



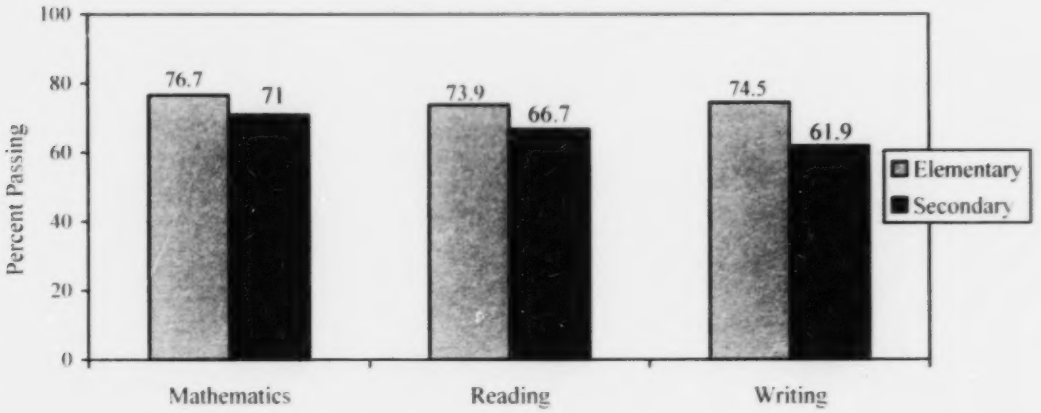
Source: TEA AEIS TAAS Information and AISD Records, 2001

Percentages of AISD White Students at Title I Schools Passing TAAS Mathematics, Reading, and Writing, by Elementary and Secondary, 2001



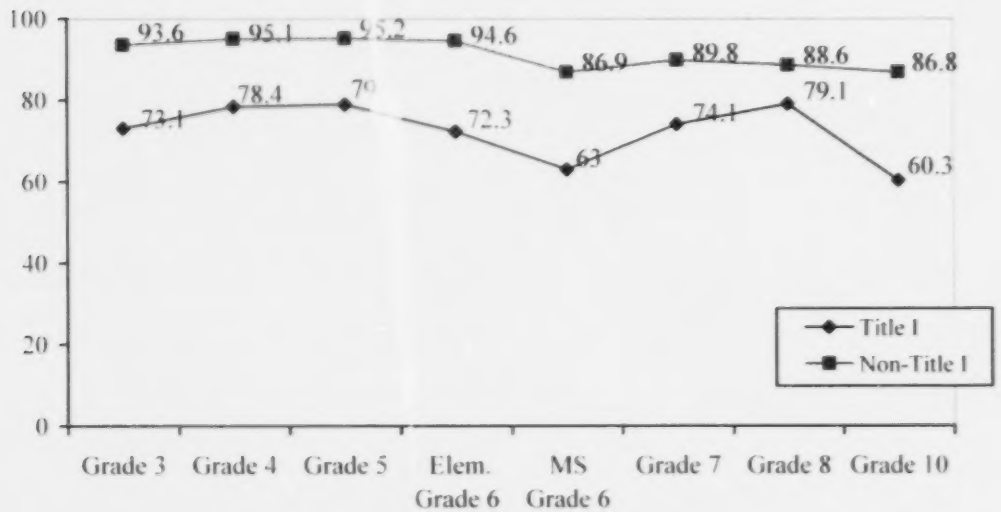
Source: TEA AEIS TAAS Information and AISD Records, 2001

Percentages of AISD Economically Disadvantaged Students at Title I Schools Passing TAAS Mathematics, Reading, and Writing, by Elementary and Secondary, 2001



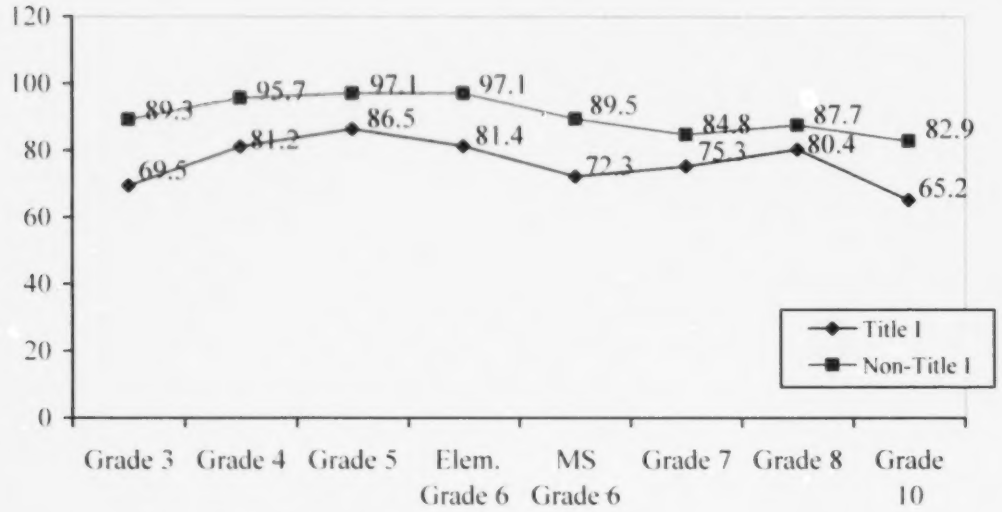
Source: TEA AEIS TAAS Information and AISD Records, 2001

TAAS Reading Percent Passing For All Students at AISD Title I and Non-Title I Schools By Grade, 2001



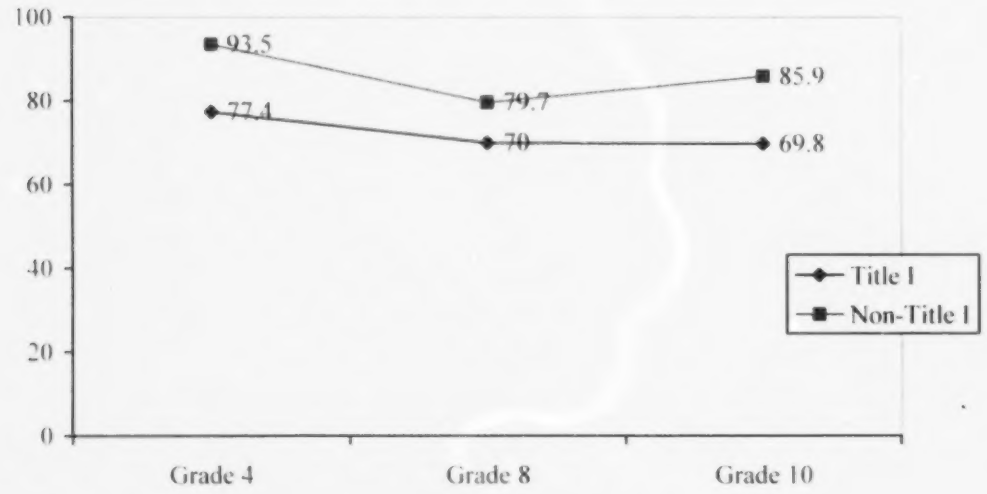
Source: TEA AEIS TAAS Information and AISD Records, 2001

TAAS Mathematics Percent Passing For All Students at AISD Title I and Non-Title I Schools By Grade, 2001



Source: TEA AEIS TAAS Information and AISD Records, 2001

TAAS Writing Percent Passing For All Students at AISD Title I and Non-Title I Schools By Grade, 2001



Source: TEA AEIS TAAS Information and AISD Records, 2001

APPENDIX B: TEA ACCOUNTABILITY RATINGS FOR AISD TITLE I CAMPUSES, 1999, 2000 AND 2001

Campus	1999 Rating	2000 Rating	2001 Rating	Change From 2000 to 2001
Elementary Campuses				
Allan	AC	AC	AC	=
Allison	AC	AC	AC	=
Andrews	AC	AC	AC	=
Barrington	AC	AC	RE	+
Becker	AC	AC	RE	+
Blackshear	LP	AC	LP	-
Blanton	AC	AC	AC	=
Brooke	AC	AC	RE	+
Brown	AC	AC	AC	=
Campbell	AC	AC	AC	=
Cook	AC	AC	AC	=
Dawson	AC	RE	RE	=
Galindo	AC	AC	AC	=
Govalle	LP	AC	RE	+
Graham	AC	AC	AC	=
Harris	AC	AC	AC	=
Hart	AC	AC	RE	+
Houston	AC	AC	AC	=
Jordan	AC	AC	AC	=
Joslin	AC	AC	RE	+
Langford	AC	LP	AC	+
Linder	AC	AC	AC	=
Maplewood	AC	RE	RE	=
Mathews	AC	AC	RE	+*
McBee	--	--	AC	=**
Metz	AC	AC	AC	=
Norman	AC	AC	AC	=
Oak Springs	AC	AC	LP	-
Odom	AC	AC	RE	+
Ortega	AC	AC	RE	+
Palm	LP	AC	AC	=
Pecan Springs	LP	AC	AC	=
Pleasant Hill	AC	AC	AC	=
Reilly	AC	AC	RE	+
Ridgetop	AC	RE	AC	-
Rodriguez	--	AC	AC	=
Sanchez	AC	AC	RE	+
Sims	AC	AC	AC	=
St. Elmo	AC	AC	AC	=
Travis Heights	AC	AC	AC	=
Walnut Creek	AC	AC	AC	=

Legend: LP=Low Performing, AC=Acceptable, RE=Recognized. For rating change between 2000 and 2001, a "+" shows improvement, "-" shows a decline, and "=" shows level status. *=Became Title I in 2000-01. **=School opened in 2000-01. Source: TEA AEIS Data, 1999, 2000 and 2001.

Appendix B (continued)

Campus	1999 Rating	2000 Rating	2001 Rating	Change From 2000 to 2001
Elementary Campuses continued				
Widen	AC	AC	AC	=
Winn	AC	AC	AC	=
Wooldridge	LP	AC	AC	=
Wooten	AC	AC	AC	=
Zavala	AC	AC	RE	+
Secondary Campuses				
Burnet	AC	AC	AC	=*
Dobie	LP	LP	LP	=
Fulmore	AC	AC	AC	=
Kealing	AC	AC	AC	=*
Martin	AC	AC	AC	=*
Mendez	LP	AC	AC	=
Pearce	LP	LP	AC	+
Porter	AC	AC	AC	=*
Webb	AC	AC	AC	=
Reagan	LP	LP	LP	=

Legend: LP=Low Performing, AC=Acceptable, RE=Recognized. For rating change between 2000 and 2001, a "+" shows improvement, "-" shows a decline, and "=" shows level status. *=Became Title I in 2000-01. **=School opened in 2000-01. Source: TEA AEIS Data, 1999, 2000 and 2001.

APPENDIX C: TITLE I PRIVATE SCHOOL DATA, 2000-2001

Title I Private Schools Total Allocations, Expenditures, and Per Pupil Expenditures, 2000-01

Private School	Title I Allocation	Title I Expenditure	Per Pupil Expenditure
Abundant Life Learning Center	$6,331	$6,159	$192.47
Ebenezer Child Development	$13,219	$6,007	$70.67
El Buen Pastor Early Childhood Development Center	$15,559	$10,821	$251.65
Greater Calvary Academy	$5,563	$3,743	$162.74
Hope Lutheran School	$8,370	$5,433	$113.19
Mt. Sinai Christian Academy	$5,739	$5,697	$91.89
Peace School	$763	$705	$352.50
Praise Christian Academy	$6,873	$6,342	$147.49
Sacred Heart School	$9,911	$9,911	$1,415.86
St. Ignatius Martyr School	$5,623	$3,517	$175.85
St. James Episcopal School	$6,660	$4,554	$182.16
St. Martin's Lutheran School	$2,800	$2,121	$707.00
St. Mary's Cathedral School	$5,575	$5,015	$116.63
Terrell Home School	$558	$493	$493.00

Source: AISD Records

BEST COPY AVAILABLE

Title I Private School Student Data by School, Gender, and Ethnicity, 2000-2001

Private School	Gender		Ethnicity				
	Females	Males	American Indian or Alaskan Native	Asian or Pacific Islander	African American	Hispanic	White
Abundant Life Learning Center	17	15	0	0	31	0	1
Ebenezer Child Development Center	47	38	0	3	63	15	4
El Buen Pastor Early Childhood Development Center	18	25	0	1	5	36	1
Greater Calvary Academy	13	10	0	0	23	0	0
Hope Lutheran School	21	27	0	0	34	3	11
Mt. Sinai Christian Academy	22	40	0	0	62	0	0
Peace School	0	2	0	2	0	0	0
Praise Christian Academy	23	20	0	0	41	2	0
Sacred Heart School	2	5	0	0	0	6	1
St. Ignatius Martyr School	12	8	0	0	1	15	4
St. James Episcopal School	15	10	0	1	18	3	3
St. Martin's Lutheran School	1	2	0	0	0	2	1
St. Mary's Cathedral School	23	20	0	1	3	36	3
Terrell Home School	1	0	0	0	1	0	0

Source: AISD Records

BEST COPY AVAILABLE

Title I Private School Student Data by School and Grade Level, 2000-2001

Private School	Grade Levels									
	PreK	K	1	2	3	4	5	6	7	8
Abundant Life Learning Center	21	11	0	0	0	0	0	0	0	0
Ebenezer Child Development Center	85	0	0	0	0	0	0	0	0	0
El Buen Pastor Early Childhood Development Center	31	3	5	1	0	1	2	0	0	0
Greater Calvary Academy	0	10	5	7	1	0	0	0	0	0
Hope Lutheran School	11	7	0	7	2	2	6	3	6	4
Mt. Sinai Christian Academy	35	15	8	4	0	0	0	0	0	0
Peace School	0	0	1	0	1	0	0	0	0	0
Praise Christian Academy	6	9	2	3	2	6	7	4	1	3
Sacred Heart School	1	3	0	0	0	0	0	6	0	0
St. Ignatius Martyr School	0	1	3	3	6	1	0	3	1	2
St. James Episcopal School	0	25	0	0	0	0	0	0	0	0
St. Martin's Lutheran School	2	0	1	0	0	0	0	0	0	0
St. Mary's Cathedral School	2	1	4	4	5	7	7	5	4	4
Terrell Home School	0	0	0	0	1	0	0	0	0	0

Source: AISD Records

BEST COPY AVAILABLE

Title I Private School Student Data by School, and Instructional or Support Services Provided, 2000-2001

Private School	Instructional Services				Support Services	
	Reading Language Arts	Mathematics	Science	Social Studies	Guidance-Counseling	Health-Dental
Abundant Life Learning Center	32	32	32	32	0	32
Ebenezer Child Development Center	85	85	85	85	0	0
El Buen Pastor Early Childhood Development Center	43	43	0	43	0	0
Greater Calvary Academy	23	23	23	23	0	23
Hope Lutheran School	41	17	0	0	0	0
Mt. Sinai Christian Academy	62	62	62	62	0	12
Peace School	2	2	2	2	0	0
Praise Christian Academy	43	43	43	43	0	0
Sacred Heart School	7	3	0	0	0	0
St. Ignatius Martyr School	20	20	20	20	0	0
St. James Episcopal School	25	25	25	0	0	0
St. Martin's Lutheran School	3	3	3	3	0	0
St. Mary's Cathedral School	43	43	0	0	0	0
Terrell Home School	1	1	1	1	0	0

Source: AISD Records

BEST COPY AVAILABLE

Austin Independent School District

Division of Accountability and Information Systems
Joy McLarty, Ph.D.

Office of Program Evaluation
Holly Williams, Ph.D.

Title I Evaluation Staff
Janice Curry
Martha Doolittle, Ph.D.
Bart Huskey, M.A.
Holly Koehler, Ph.D.
Wanda Washington

Programmer
Veda Raju

Board of Trustees
Kathy Rider, President
Doyle Valdez, Vice President
Loretta Edelen, Secretary
Johna Edwards
Olga Garza
Rudy Montoya
Ingrid Taylor
Ave Wahrmund
Patricia Whiteside

Superintendent of Schools
Pascal D. Forgione, Jr., Ph.D.

Publication Number 00.11
January 2002